DOCUMENT RESUME

ED 106 218 95 SO 008 394

AUTHOR	Slodkowski, Wladyslaw, Ed.
TITLE	Selected Bibliography of Polish Educational Materials. Volume 13, Number 2, 1974.
INSTITUTION	National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-74-54005-02
PUB DATE	75
NOTE	75p.; For a related document, see ED 100 755
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Annotated Bibliographies; *Comparative Education; Educational History; Educational Practice; Educational Research; Educational Sociology; Elementary Secondary Education; *Foreign Countries; Higher Education; *Reference Materials; Schools; Social Sciences; Teachers; Vocational Education
IDENTIFIERS	*Poland

ABSTRACT

One hundred books, papers, and articles which were available from March to May 1974 are listed in this bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under the following subjects: history of education, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Polish titles are followed by English translations and document annotations. An index to authors and editors concludes the bibliography. (ND)

ED106218

TT 74-54055/03

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Selected Bibliography of Polish Educational Materials

Institute for Educational Research
Section for Documentation

Chief Editor:
Władysław Słodkowski

Assistant Editors:
Barbara Wieczorek
Karolina Krajewska

Translated:
Hanna Komorowska

Compiled for the Office of Education, U. S. Department of Health, Education and Welfare, Washington D.C.

Printed in Poland

00003

Vol. 13, No. 2, 1974 TT 74-54055/02

Selected Bibliography of Polish Educational Materials

PUBLISHED FOR THE OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D.C., BY THE FOREIGN SCIENTIFIC PUBLICATIONS DEPARTMENT OF THE NATIONAL CENTER FOR SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION
WARSAW, POLAND 1975

00004

SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

Vol. 13 1974 No. 2

CONTENTS

I. History of Education 3
II. General Information on Education 5
III. Social and Educational Sciences 12
IV. Teacher's Profession 31
V. Schools and Institutions (by type or level) 38
1. Preschool 38
2. Primary 40
3. Secondary 50
4. Vocational 56
5. Higher 62
6. Adult 67
7. Special 70
Index of Authors and Editors 71

The bulk of the materials listed in the present issue was available in the period of time March to May 1974.

00005

I. HISTORY OF EDUCATION

101. DĄBROWSKI, STANISŁAW: **Sprawy oświaty i wychowania oraz zagadnienie społecznej roli inteligencji w programie i publicystyce ruchu ludowego 1939–1945.** (Educational Problems and the Social Role of Intelligentsia in the Journalistic Activity of the Peasant Movement in the Years 1939–1945). *Przegląd Historyczno-Oświatowy* 1974, No. 1, pp. 71–78. Rez.

The author analyzes the ideological program and the journalistic activity of the Polish peasant movement during the times of the Nazi occupation in the years 1939–1945. The program of cultural and social reforms was advanced by the Polish People's Association in the interwar period is presented. The activity supporting the program is then analyzed with respect to the clandestine political and journalistic activity of the peasant representatives during the 2nd World War. Special attention is given to the role of the intelligentsia in the peasant movement, since strong bonds were established as early as in the interwar years as between the peasant movement, on the one hand, and the intelligentsia and the working class, on the other. Collaboration of the intelligentsia and peasants was demonstrated during the years of the Nazi occupation in a number of collective campaign, the most important of which was the educational activity carried out by several organizations, e.g. the People's Association, the Peasant Women Association, the Peasant Troops, the Association for People's Labor, etc. A significant role was played by the Clandestine Teachers' Association which prepared plans of the future structure of education and the system of schooling in the liberated Poland. Drafts prepared by the Clandestine Teacher's Association were then discussed by the clandestine peasant press which was especially interested in the question of the promotion of education and culture in the rural regions of the country.

00006

102. KARPIŃSKI, JAN: **O nowy model szkoły zawodowej.** (A New Model of the Vocational School). *Nowa Szkoła* 1974, No. 3, pp. 6–7.

One of the most important problems of the vocational education in the present day is modernization of the school network which should be adjusted to the social and economic development of the country. It is also indispensable to raise the level of the vocational schools of various types by liquidating small, badly equipped schools and replacing them by multi-profile workshop schools staffed by well trained teachers. An example is here discussed of the Set of Vocational Schools Electronics in Warsaw. The group of schools was established by the Ministry of Electronics in cooperation with the Warsaw Educational Board. As a result of joining several schools into a big school quarter a new well-staffed and well-equipped teaching center was established. Since other attempts of the same kind proved fully successful as was also demonstrated by another set of vocational schools in Czechowice — the Department for Vocational Education at the Ministry of Education decided to prepare special regulations for centers composed of several vocational schools subordinated to various Ministries.

103. MARCINIAK, JANINA: **Prace z zakresu historii wychowania, szkolnictwa i myśli pedagogicznej w Polsce opublikowane w 1972.** (Works on the History of Education, Schooling and the Pedagogical Theory Published in 1972). *Przegląd Historyczno-Oświatowy* 1974, No. 1, pp. 113–147.

The article is a bibliographical guide to the educational publications on the subject of the history of schooling which were published during the year 1972. The present bibliography is a continuation of the bibliography published yearly in Przegląd Historyczno-Oświatowy. Materials have been divided into subject groups as follows: 1) Handbooks from the field of the history of education, 2) The development of education and schooling: a) general, b) education till the 18th century, in the times of parti-

00007

tions, in the interwar period, during the 2nd World War and in the Polish People's Republic, 3) The history of schools of various levels (primary, gneral secondary, vocational, teachers' colleges, higher), 4) Educators, 5) The history of the out-of-school education (adult education, libraries), 6) The history of the teachers' movement (general, memoirs), and 7) Youth organizations.

104. PLEŚNIARSKI, BOLESŁAW: **O racjonalizm i postęp. Z prac programowych i praktyki Komisji Edukacji Narodowej.** (Rationalism and Progress. Activities of the Commission for the National Education). Towarzystwo Krzewienia Kultury Świeckiej, Warszawa 1973, 82 pp. bibl.

The publication contains nine chapters. Chapter 1 discusses the origin of the Commission for the National Education and its establishment in the Age of Enlightenment. Chapter 2 presents the outstanding educators, members of the Commission. Successive chapters deal with the structure of the Commission and with the legal acts concerning its activity. Attention is also given to the educational ideals promoted by the Commission and to the curricula and teaching plans implemented to scholls supervised by the central educational authority. A discussion follows of the teacher training in the times of the Commission as well as of the teacher's status. Chapter 8 deals with the Association for School Manuals which was attached to the Commission for the National Education. The last chapter presents the reforms planned by the Commission which have not been implemented in the educational practice of the 18th century.

II. GENERAL INFORMATION ON EDUCATION

105. BANACH, CZESŁAW: **Rola nauk pedagogicznych w kształtowaniu przyszłego modelu oświaty i wychowania.** (The Role of the Educational Sciences in the Formation of the Future Model

00008

of Education and Schooling). *Kwartalnik Pedagogiczny* 1974, No. 2, pp. 27–32.

The article contains a report delivered by the author at the Party Conference of Educators which has been held on the initiative of the Committee for Educational Sciences at the Polish Academy of Sciences. The author presents the main tasks of the educational sciences as represented by research centeres subordinated to the Ministry of Education. They are the following: 1) to carry out research in the field of interscience with the end to define the teaching content for the future 10-year obligatory school and to prepare curricula for schools of all types and levels, 2) to raise the quality of the educational process in schools by means of establishing model educational centers, 3) to prepare the draft of the new pre- and in-service training of teachers, 4) to carry out research on the type of the educational influence exerted on children and adolescents by the educational institutions, mass media and the local environment, and 5) to carry out surveys pertaining to the effects of the school reform.
In the final part of the article the author points to some danger in the implementation of the school reform on a national scale and stresses the significance of educators and researchers in the formation of the educational system of the future.

106. JANISZOWSKA, IRENA and KUPISIEWICZ, CZESŁAW (ed.): **O nowoczesną dydaktykę.** (Modern Didactics). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 389 pp. il. tab. bibl.

The publication was issued on the occasion of the 60th birthday of Professor Wincenty Okoń, an outstanding Polish educator, Professor at the University of Warsaw, Head of the Institute for Educational Research and author of numerous works translated into many languages (Russian, Czech, German, Hungarian, Japanese, etc). The book contains two parts. Part 1 is devoted to the life and activities of Professor Okoń and includes the full list of his publications as well as a list of researchers who have

00009

completed their doctoral dissertations under scientific guidance. Part 2 contains articles written by his pupils on the subject of the general theory of instruction and particular subject methodologies. Part 2 is subject to further subdivisions into the following chapters: 1) Teaching content, 2) The process of instruction, 3) Methods, forms and means of instruction. The articles present theoretical considerations, empirical research and studies aiming at the validation and implementation of the main theses formulated by the modern theory of instruction.

107. KUBERSKI, JERZY: **O potrzebie badań pedagogicznych dla reformującego się systemu edukacji narodowej.** (Educational Research Needed for the Reform of the National Educational System). *Nowa Szkoła* 1974, No. 2, pp. 3–6.

The coming reform of the national system of education calls for a systematized theoretical and empirical research in the field of pedagogical sciences. The need to establish new research centers which would carry out investigations in the field of the organization of schooling and curriculum construction has been stressed both in the "Report on the State of the Polish Education" and in the "Program of Activities of the Ministry of Education for the Years 1972–1975". The article by the Minister of Education lists main fields in which educational research is needed. The following problems are considered to be the most important: 1) working out a taxonomy of educational objectives for preschool centers, ten-year secondary schools, two-year preparatory schools for the university, and vocational schools of all types, 2) constructing and validating new curricula for each of the above mentioned levels of the new system of schooling, 3) integrating and coordinating the educational influences exerted by various educational institutions and social groups in the process of socialization and education of children and adolescents, 4) forming an improved pre- and in-service teacher training system, and 5) carrying out research on the network of schooling and on the educational management.

00010

108. KUBERSKI, JERZY: **Reforma systemu edukacji narodowej a badania pedagogiczne.** (The Reform of the Educational System and the Pedagogical Research). *Kwartalnik Pedagogiczny* 1974, No. 2, pp. 17–26.

The article contains a report delivered by the Minister of Education at the Party Conference of Educators which was held at the Polish Academy of Sciences, October 1973. Developmental trends in the Polish educational system are presented as well as research to be carried out in connection with its modernization. The following research areas are listed as the most important: 1) clarification of educational objectives for the future educational system and selecting content for the curricula and handbooks, 2) research on the acceleration in the intellectual development of children and adolescents and its implications for curriculum construction, 3) clarification of educational objectives of schools based on the obligatory 10-year secondary school, 4) preparation of the list of professions to be embraced by the system of the vocational education, working out the taxonomy of objectives, curricula and handbooks for vocational schools, 5) construction and application of new teaching aids for schools of various types and levels, 6) research on the educational environment of children and adolescents as well as on interdependencies between local and sublocal educational influences, 7) research on the educational aspirations of adolescents, 8) research on the adult education and on the life-long education, 9) research on forms and methods of the educational counselling, 10) research on pre- and in-service teacher training and on the teacher's profession, 11) research on the educational management, 12) research on the organization of schooling, and 13) research on prognosticating education, on the educational economics and on the efficiency of training.

109. KUBERSKI, JERZY: **W XXX-lecie Polski Ludowej.** (The 30th Anniversary of the Polish People's Republic). *Nowa Szkoła* 1974, No. 5, pp. 2–4.

00011

The author presents the state of the Polish school system in 1944, best reflected by the numbers of 60 thousand lacking teachers and 2 millions of illiterates. Achievements of the Polish education in the postwar period are then discussed at length, suggestions being also made for the future didactic and educational campaigns. In the author's opinion emphasis should be given to the attitude formation of primary and secondary school learners through the civic education and the social sciences. Due attention should be given to the promotion of the polytechnic education in the overall school system. The value is also stressed of the out-of-school social work of the learners as well as of their participation in cultural, educational and sport activities. In the final part of the article the author points to the significance of the youth organizations in the educational process.

110. KUPISIEWICZ, CZESŁAW: **Rola i zadania nauk pedagogicznych w badaniach nad funkcjonowaniem systemu oświaty w PRL.** (The Role of Educational Sciences in the Research on the Functioning of the Educational System in the Polish People's Republic). *Kwartalnik Pedagogiczny* 1974, No. 2, pp. 5–16.

The article contains a report delivered at the Party Conference of Educators which was devoted to research outlines in the Act issued at the 2nd Congress of the Polish Science, in the Act by the Polish Diet issued on October 13, 1973 and in the Report on the State of Education in Poland. The author presents the developmental trends in the modern civilization and their consequences for the educational system. In the light of these considerations the author states that the assumptions of the modern system call for the promotion of the preschool education, for the introduction of the obligatory 10-year secondary school providing initial instruction in grades I to III and systematic instruction in grades IV to X, for the establishment of the vocational training based on the 10-year vocational school and for the modernization of university studies through individualization of instruction and encouraging students to participate in research work. In

00012

the second part of the article the author presents a draft of the research plan pertaining to the educational system in the highly developed society. Fifty eight items of the research plan are listed which should be worked out by research centers and universities subordinated to the Ministry of Education and Ministry of Science, Technology and Higher Education. The items of the research plan are grouped into 14 fields each corresponding to one branch of the educational sciences, i.e. social pedagogy, adult education, special pedagogy, vocational pedagogy, comparative education, history of education, educational economics, preschool education, etc. A discussion is also included of research centers which should deal with the above mentioned subjects.

111. OKOŃ, WINCENTY: **Dydaktyka polska wobec reformy systemu edukacji narodowej.** (The Polish Theory of Instruction and the Reform of the Educational System). *Nowa Szkoła* 1974, No. 6, pp. 32–34.

The article contains an interview with Professor Wincenty Okoń, Head of the Institute for Educational Research in Warsaw and Head of the Department for the General Theory of Instruction at the Warsaw University, on the occasion of his 60th birthday. W. Okoń discusses his research work at the Institute of Education attached to the Ministry of Education, which was transformed into the Institute for Educational Research in 1972. Much place is devoted in the interview to doctoral dissertations written under the scientific guidance of Professor Okoń and to research carried out by his students. In the final part of the interview W. Okoń discusses the content of the publication entitled "The Modern Theory of Instruction" which contains the collection of articles by the researchers who obtained their Ph. D. degree under his scientific leadership. Attention is also given to W. Okoń's work on "The Educational Dictionary" and on a book entitled "The Problem-Solving Instruction in the Modern School". An anex is included presenting the life and publications of W. Okoń.

00013

112. PODOSKI, KAZIMIERZ: **Kształtowanie się sieci szkolnej w warunkach reformy systemu edukacji narodowej.** (The Network of Schooling as Viewed in the Reform of the Educational System). *Nauczyciel i Wychowanie* 1974, No. 2, pp. 3–19.

The author discusses the network of primary and secondary schools in Poland, the school infrastructure after the liberation, the guidelines for the reform of schooling adopted by the Polish Diet on October 13, 1973 and the activity to be undertaken in the field of modernizing the school system. On the basis of statistical data at the disposal of the Ministry of Education and the Main Bureau for Statistics in Warsaw the author quotes the number of primary and secondary schools in Poland, the average number of students in each type of school, the ratio of the rural to the urban schools, the indices of the expenditure on education and the school equipment as well as on the school transport. An analysis is also included of the access to schools of various levels and of the educational opportunity in various regions of the country. Considerations pertain to the principles of school distribution and location according to the objective criteria (the density of the population, its structure, location, economic level) and according to the subjective criteria such as trends in the world education, reforms of the educational system and the numbers of the qualified teachers. In the final part of the article the draft of the school network after the coming school reform of 1978 is presented.

113. SUCHODOLSKI, BOGDAN (ed.): **Rocznik Pedagogiczny.** T. 1: **Oświata i pedagogika w Polsce i na świecie.** (The Pedagogical Annals, Education and Pedagogical Sciences in Poland and Abroad). Ossolineum, Wrocław 1974, 329 pp. — PAN. Komitet Nauk Pedagogicznych.

The publication is the first in the series of annals which will replace separate publications which have been appearing so far under the title of "Education in Poland and Abroad" in the series of "Studia Pedagogiczne". The new periodical will present research carried out in various

00014

research centers as well as the current educational theories formulated in various countries all over the world. The present volume contains considerations on the tasks of the educational sciences by B. Suchodolski, a study on the subject of the applications of the educational sciences by R. Wroczyński, and article by S. Kowalski on the functioning of the educational system in the local environment and a discussion of the present state and needs in the field of the art education by I. Wojnar. Part 2 entitled "Research Reports" contains results of empirical studies on attitude formation (R. Miller), gifted learners (L. Bandura), delinquent adolescents in houses of correction (M. Wesołowska), the organization of instruction in primary schools (Z. Kwieciński), the teacher's profession (B. Smolińska, St. Janiec), the teachers' professional needs (J. Rutkowiak), the educational role of Labor Troops (E. Rodziewicz), the educational activity of the Socialist Youth Association (S. Radomski) social maladjustment (J. Konopnicki), inconsistency as a symptom of maladjustment (B. Urban), the houses of correction in the resocialization process (K. Kuberska-Gaca) and the organization of the educational process in schools (researchers from the Adam Mickiewicz University in Poznań). "The Polish Chronicle" contains a discussion of the Polish educational system by M. Świątek. "The World Chronicle" presents an analysis of the French educational reforms and a discussion of the main issues in the pedagogical sciences by A. Mońka-Stanikowa as well as discussion of the changes in the French schooling by T. Dowjat.

III. SOCIAL AND EDUCATIONAL SCIENCES

114. BARANKIEWICZ, HALINA: **Teoretyczne podstawy i praktyczne dyrektywy wychowania przez pracę.** (Theoretical Foundations and Practical Aspects of the Education through Work). *Problemy Opiekuńczo-Wychowawcze* 1974, No. 4, pp. 4–6.

00015

Education through work, one of the most important methods of attitude-formation in children and adolescents, aims at establishing habits of efficient fulfilling everyday tasks at home and in school. The desired educational objectives can be attained only in the case of a high motivational level in learners. Positive motivation should be accompanied by the full awareness of requirements on the part of both learners and educators. Behavioral patterns operating as the educational ideal are of great significance in the education through work. Children and adolescents should develop habits to carefully plan their activity and to realize plans in the most efficient way. Attention should therefore be given to the scientific organization of labor concentrating on three main factors, i.e. on the clarification of objectives to be attained, on conditions in which these objectives are to be attained and on the selection of methods and techniques most suitable for the purpose. Positive social motivation should be elicited by means of imparting deep knowledge of the work to be done, selecting types of activities interesting and useful for the learners, employing a variety of rewards and showing individual and social profit. Methods of educating through work can only be employed in cohesive groups of learners.

115. BIAŁECKI, IRENEUSZ: **Kariera szkolna, studencka i zawodowa laureatów olimpiad matematycznych.** (Winners of the Olympic Games in Mathematics. Their School Career and Professional Start). *Dydaktyka Szkoły Wyższej* 1974, No. 1, pp. 31–52. Rez. Sum.

The article contains a report on research pertaining to the careers of winners of the Olympic Games in Mathematics. Investigations embraced a sample of 126 participants. An analysis of the data obtained covers the following items: 1) the origin and duration of interest in mathematics, 2) environmental factors exerting an influence upon the school career of the subjects, 3) the educational attainment of the winners in the course of the university studies as compared to the average attainment at a given

00016

department, 4) the professional careers of the winners, and 5) the distribution of institutions and specializations chosen by the subjects.

116. GAJDAMOWICZ, HALINA: **Zasady formułowania ideału i celów wychowania w pedagogice.** (Principles of Formulating the Educational Ideals and Objectives in Pedagogical Sciences). *Zeszyty Naukowe Uniwersytetu Łódzkiego* 1973, No. 103, pp. 17–26.

The author discusses the process of formulating the educational ideals and objectives in the Polish pedagogy. Factors determined by the educational ideal are analyzed in detail such as the theory of instruction, attitude formation, selection of the teaching content, teaching methods, classroom techniques, educational management, evaluation criteria and measurement instruments. In the author's opinion the educational ideal should be formulated in terms of personality features since otherwise it will not be able to fulfill its function in the educational system of the country. The following indicators should be presented: 1) types of dispositions to be developed and spheres to be embraced by the educational process, 2) the degree of development with regard to each of these dispositions, and 3) the type of the content on the basis of which dispositions should be developed. The educational ideal formulated according to these guidelines reflects the scale of social, political, economic and philosophical values in the society. In the second part of the publication the author discusses the educational ideal versus the educational objectives for particular stages of the educational process. Attention is also given to sources of the educational objectives. A review is also included of the writings on the subject of the clarification of the educational objectives.

117. GOLIŃSKA, LUCYNA: **Próba ustalenia genezy istoty trudności w kontaktach interpersonalnych.** (Sources of Difficulties in the Interpersonal Relations). *Zeszyty Naukowe Uniwersytetu Łódzkiego* 1973, No. 103, pp. 165–178

00017

The author discusses the objective difficulties in the interpersonal relations reflected in the rejection demonstrated by the partner and the subjective difficulties demonstrated in personal problems connected with the techniques of entering interaction. Research is then presented pertaining to the value of self-consciousness in overcoming obstacles in the field of the interpersonal relations. Investigations embraced a sample of students aged 17–21 who were divided into a group of the sociometric stars and a group of the rejected persons obtaining no choices in the sociogram. Examinations were carried out by means of the Rosenzweig frustration test, the Allport A.-S test, the Raven test, the Rotter completion test and a self-evaluation scale which was divided into a subtest measuring the perception of evaluation on the part of other persons and a subtest of auto-evaluation. An experiment is also discussed pertaining to the impact of stress upon behavior in the interaction process. A detailed discussion of the data obtained is included.

118. HARWAS-NAPIERAŁA, BARBARA: **Odporność na stress u dzieci przystosowanych społecznie i dzieci nieśmiałych.** (The Resistance to Stress in the Socially Adjusted and in Shy Children). *Psychologia Wychowawcza* 1974, No. 2, pp. 226–233. bibl.

The author discusses the impact of the social adjustment on behavioral patterns in stress situations with regard to the educational situations in school. Considerations are based on research which embraced 60 primary school learners in the city of Poznań. Learners were sampled according to the age variable (10 year olds) and according to the social adjustment variable (the high scoring children formed the control group and the low scoring ones — the experimental group of students). Rating scales for teachers and formmasters were circulated in order to obtain data pertaining to the social adjustment of the subjects. Validation of the rating scales was then carried out by means of the attitude scales. The experiment aimed at stating the efficiency of learning processes in shy and in socially adjusted children. A discussion of the results

00018

obtained embraces 1) similarities and differences of oral and written test scores in the experimental and control groups of students, 2) symptoms of maladjustment in school situations, and 3) recommendations for evaluation techniques applied to adjusted and maladjusted children.

119. JANOWSKI, ANDRZEJ: **Środowisko rodzinne i czas wolny dzieci jako przedmiot zainteresowania nauczycieli.** (The Family Environment and the Leisure Time of Children in the Eyes of the Teacher). *Problemy Opiekuńczo-Wychowawcze* 1974, No. 3, pp. 19–22.

The article is designed for primary school teachers and discusses methods and techniques of collecting information of the child's family atmosphere, his local environment and leisure time. In the first part of the article the significance of diagnostic procedures for teachers and formmasters is considered at length. Consideration is then given to various forms of questionnaires, inquiries, rating scales and projective techniques which make it possible to obtain information on the subject of the family atmosphere and the local environment of the child. Attention is also given to the environmental interview with parents and neighbors. Covert interviews are also discussed which should be employed during informal talks with the child. Observation techniques are also presented in detail. Similar methods are then considered in the field of the child's interests and leisure. Examples of questionnaire items of the multiple-choice and completion type are included as well as instructions for carrying out interviews and field observations.

120. KARGUL, ALICJA: **Pomoc poradni w likwidowaniu trudności wychowawczych.** (The Aid of the Advisory Center in Eliminating the Educational Difficulties). *Ruch Pedagogiczny* 1974, No. 1, pp. 86–96, tab.

The author describes the activity of the Advisory Center in Wrocław in the field of liquidating educational difficulties encountered by parents and teachers. Examples

00019

are presented referring to 98 cases of children aged 7 to 11, 75 cases treated on the initiative of teachers and 23 — on the initiative of parents. In all these cases the elimination of educational difficulties was beyond the scope of the teachers' and parents' possibilities. The corpus of data is analyzed according to the type of the educational difficulty, the frequency of the difficulty and the possible cumulation of factors resulting in developmental and educational disturbances. Corrective and therapeutic activities undertaken by psychologists, educators and physicians form the advisory center are discussed at length.

121. KUŹNIK, MARIA: **Środowiskowe przyczyny niepowodzeń szkolnych i sposoby zapobiegania im.** (Environmental Causes of the School Failure and Prevention Techniques). *Zeszyty Naukowe Uniwersytetu Łódzkiego* 1973, No. 103, pp. 97–108.

The article contains a report on research on a sample of 123 small town students revealing low educational attainment. Investigations aimed at stating the most typical causes of the school failure and at finding out the most effective preventive measures. Research techniques embraced case-studies, observation, interviews, teacher's questionnaires, medical examinations and the analysis of the school documentation. Causes of the school failure were stated to embrace intellectual, emotional, social, didactic, and biological factors. A discussion is presented of the role of the family and the home environment in the school success and the school failure of learners. Special attention is given to the accommodation, living standards, the amount of education in parents, their participation in culture and at home atmosphere. An analysis is also included of the physical development and the health state in slow learners. In the final part of the article the author lists preventive measures to be taken by teachers and formmasters of primary and secondary schools

00020

122. LAM, WŁADYSŁAW: **Problemy wychowania plastycznego.** (Problems of Fine Art Education). Ossolineum, Wrocław 1974, 127 pp.

The publication deals with the nature of fine art abilities in children and with the process of developing the child's sensitivity to art. In the first part of the book the author discusses the role of the home environment in the art education, symptoms of the child's creative abilities, creative dispositions and various aspects of the creative personality of the school child. Emphasis is given to methods and techniques of the art education in the primary school and to the selection and gradation of the teaching content at lessons of the art education. Part 2 is designed for teachers of the art education. The author presents a review of synthetic and analytic techniques for the teaching of nature drawing. Part 3 is devoted to the knowledge of the history of art which is taught both in the primary and in the secondary school. Part 4 contains the author's opinion concerning the character of the creative processes in children, the language of art and its structure.

123. LATOSZEK, MAREK and SIELIWOŃCZYK, PIOTR and LEMSKA, ALICJA: **Z badań nad świadomością społeczną młodzieży szkolnej Trójmiasta.** (Research on the Social Consciousness of School Learners in Gdańsk, Gdynia and Sopot). *Kwartalnik Pedagogiczny* 1974, No. 1, pp. 165–174.

The article presents a survey on the social consciousness of learners from the higher grades of the primary school and from secondary schools of various types located in the towns of the Baltic Coast. The survey was a part of an overall research program pertaining to the school learners' attitudes toward drugs. In the part of the research which has been presented in the article the authors discuss the youth as perceived by individual learners as well as the world of adults in the eyes of adolescents. On the basis of the data collected the types of conflicts between the world of youth and the world of adults have been analyzed

00021

as well as their role in the self-evaluating processes in adolescents. Much attention is also given to the motivational level in adolescents and to the their aspirations. Techniques employed in the survey are also discussed at length.

124. LEWIN, ALEKSANDER: **Nowa ocena zachowania uczniów.** (A New Method of Evaluating the Students' Behavior). *Życie Szkoły* 1974, No. 5, pp. 35–41.

The author discusses a new method of evaluating the students' behavior in primary and secondary schools. The new method has been worked out at the Department of Attitude Formation at the Institute for Educational Research in Warsaw. The first part of the article is devoted to the theoretical foundations of the evaluation criteria as well as to their application to the educational practice in various types of schools. In the second part of the article the author discusses obstacles encountered in the course of the implementation of the new system in particular schools and by particular teachers. A list of postulates is included, the most important of which are the following: 1) to correctly organize the educational process in school prior to the implementation of the new evaluation criteria, 2) to implement the new system at several stages, 3) to discuss the criteria in detail with all the learners at each stage of the implementation process, 4) to ensure the participation of learners in the evaluation, 5) to avoid situations in which the new system of evaluating the learners' behavior would be the sole channel of the educational influence, and 6) to ensure both formative and summative evaluation.

125. ŁUKASZEWICZ, RYSZARD: **Wyznaczniki rozbieżności wzorów zachowań młodzieży.** (Indices of Discrepancies in the Behavioral Patterns of Adolescents). *Ruch Pedagogiczny* 1974, No. 2, pp. 226–231.

The article contains a report on research pertaining to the interrelationship between the self-evaluation and behav-

00022

ioral patterns. Investigations were carried out in April 1972 on a representative sample of terminal grade learners aged 18 to 19 from the city of Wrocław. The sample of 164 boys and girls was stratified according to the average amount of education in both parents and according to the average educational attainment in the mother tongue and in mathematics during the two school years preceding the research. Realistic self-evaluation, risky behavior and withdrawal attitudes were examined by means of a modified version of the Burdon test. Additional data were also collected by means of the questionnaire and the interview. The present article delas with a part of the research results pertaining to the interrelationships between the behavioral pattern, the educational attainment and the amount of education in parents. On the basis of the data obtained assumptions for the educational prognosticating procedures are listed.

126. MŁODKOWSKI, JAN, ZYGMUNT: **Sprawność działania w stresie jako fnkcja samokontroli.** (The Efficiency of Activity in Stress Situations as an Index of the Self-Control). *Zeszyty Naukowe Uniwersytetu Łódzkiego* 1973, No. 103, pp. 193–205.

The article deals with the efficiency of activity as a product of a unique structure of behavior determinants and with the structure of these determinants as a product of the emotive situation and the self-control mechanisms. A report is also included on research pertaining to the significance of the self-control for the behavioral efficiency in stress situations. An experiment was based on the assumption that the activity in stress situation is distributed according to the Jerkes-Dodson curve, that the changes in the curve correlate with the changes in the objectives of the activity and that the activation of the self-control mechanisms increases the efficiency of activity. The experiment covered a chain of situations with a varying degree of activation and an increasing stress level. Experimental and control groups differed by the variable of self-control mechanisms activated by the

00023

researcher. A quantitative and a qualitative analysis of the research results is included.

127. MUSZYŃSKI, HELIODOR: **Organizacja życia społeczności uczniowskiej w szkole.** (Organizing the Life of the Learners' Community in School). *Życie Szkoły* 1974, No. 5, pp. 3–8.

The article is devoted to the educational function of the learners' community in school. In the author's opinion the learners' community exerts an influence on its members and as such reveals a personality-forming function. On the other hand, however, the community functions as a model social environment thus enabling the learners to play a variety of social roles which train them for the future functioning in the adult society. Attention is given to the significance of the socialization process in the course of which the learners at primary and secondary schools should encounter social roles and interpersonal relations similar to those characteristic for the socialist society. Therefore, model microsocieties should be established in each school with the end to attain the educational objectives in the field of socialization and attitude formation.

128. NIEMIERKO, BOLESŁAW: **Trafność testu osiągnięć szkolnych.** (Validity of School Attainment Tests). *Nowa Szkoła* 1974, No. 4, 22 pp.

The suitability of the school attainment test is restricted and depends on its content, structure, testing conditions and the type of inferences to be made on the basis of the scores obtained. Measuring the validity of the school attainment test embraces a considerable number of analyses and procedures which can be divided into four groups corresponding to four types of the test validity: 1) the internal validity of the test which consists in the adequacy of the test content and the curriculum content and structure, i.e. the type of the test validity to be obtained by means of analyzing the educational objectives of the curriculum, analyzing the structure of the curricu-

00024

lum content and preparing an adequate plan of the attainment test, 2) the diagnostic validity consisting in the correspondence of scores obtained on the attainment test and on the other test parallelly administered, 3) the prognostic validity consisting in the possibility to predict results of the learning process on the basis of the score obtained on the attainment test, and 4) the theoretical validity of the test measured by the degree of confirmation of the theoretically correct hypotheses through the scores obtained on the attainment test.

129. POLNY, ROMAN: **Badania wyników nauczania.** (Evaluation of the Educational Attainment). *Zeszyty Naukowe Uniwersytetu Łódzkiego* 1973, No. 103, pp. 27–41.

The efficiency of the process of instruction is here defined as a function of the school intrastructure, effort and the working time of both teachers and learners. End products of the process of instruction should be sought in knowledge growth and attitude changes, since the educational process consists in changing attitudes through imparting knowledge and is based on the cognitive activity of the learners shaped by the teachers according to the educational ideal and the educational objectives. Therefore the evaluation of the educational attainment should comprise: a) the scope of information acquired, b) the level of understanding the phenomena, c) the level of evaluating phenomena and problems, d) planning the activity in a problem-situation, and e) self-instruction. In the final part of the article some selected measurement instruments, scoring and evaluating scales.

130. POSPISZYL, KAZIMIERZ: **Cywilizacja współczesna a trudności w socjalizacji młodzieży.** (The Modern Civilization and the Socialization Process). *Szkoła Specjalna* 1974, No. 2, pp. 104–105.

The article contains the text of the inauguration lecture delivered at the beginning of the academic year 1973/1974 at the State Institute for Special Pedagogy in Warsaw.

00025

The typical character of the modern civilization is discussed, emphasis being given to the factors underlying the most common disturbances in the development of children and adolescents. Three main groups of problems connected with the modern civilization are discussed in detail, i.e. the rhythm and speed of the everyday life, the intensification of the superficial interpersonal relations, and the overburdening of the learners at all levels of the educational system. A discussion follows of the most common reactions of children and adolescents to the obstacles encountered in the modern civilization. Special attention is drawn to aggressive attitudes in adolescents and to the overall approach to problems of frustration and aggression.

131. POSPISZYL, KAZIMIERZ: **Znaczenie teorii H. J. Eysencka w badaniach nad młodzieżą wykolejoną.** (The Significance of Eysenck's Theory for the Research on the Delinquent Youth). *Kwartalnik Pedagogiczny* 1974, No. 1, pp. 117–142.

The article contains a review of H. J. Eysenck's opinions concerning the etiology of the social maladjustment and delinquency. The author presents his own attempts at the validation of Eysenck's theoretical assumption that extroversion is a factor determining delinquent activities. In the research report included in the article the author draws a comparison between the research on the subject which had been completed in the Western countries and his own empirical study of the problem. In the survey initiated by the author intermediate categories of adolescents have been introduced, i.e. a category of adolescents subject to resocialization and a category of partly delinquent youth. No significant differences in the IQ of the subjects were noted. Correlations were then sought as between extroversion on the one hand and the type of the delinquent activity, on the other. Statistically significant differences were noted between the extroversion level in thieves and that in other types of delinquents. Thieves demonstrated a relatively low level of extroversion, which was not the case in prostitutes and alcohol

00026

addicts. The Maudsley Personality Inventory revealed the highest level of neurosis in delinquent male adolescents, somewhat lower in prostitutes, still lower in boys and girls demonstrating insignificant social maladjustment and the lowest in thieves.

132. PRZYCHODZIŃSKA-KACICZAK, MARIA: **Dziecko i muzyka.** (The Child and Music). Nasza Księgarnia, Warszawa 1974, 185 pp.

The author discusses the nature, structure and development of musicalness in children from the point of view of their overall intellectual, emotional and somatic growth. In the first chapters much attention is given to symptoms of the child's interest in music and to the basic music skills. Remarks are also included concerning the possibility to speed up their development. An analysis follows of individual differences in the level of musicalness and of the etiology of the lack of musicalness in some children. Successive chapters are devoted to the educational values of music for the development of interests, emotions and cognitive abilities in children. Stages are also discussed in the development of music skills starting from the primitive forms of practising music through getting acquainted with instruments to the collective activity in school music groups. An annex is included presenting several composers and musicians who became famous in early childhood.

133. **Przysposobienie do życia w rodzinie.** (Preparation for the Life in the Family). *Problemy Opiekuńczo-Wychowawcze* 1974, No. 6, XX pp., bibl.

An annex to the periodical "Problemy Opiekuńczo-Wychowawcze" has been prepared by the Institute for School Curricula in connection with the introduction of the new subject-area entitled "Preparation for the Life in the Family" to the curriculum of the secondary school. The authors discuss the selection and gradation of the content to be discussed with the learners, analyze the specific

00027

character of the new subject-area, recommend methods of conducting classroom discussions and present the results of a one-year survey during which the curriculum was being validated on a sample of experimental schools. J. Maciaszkowa presents a detailed characteristics of the curriculum, W. Dewitz discusses the methodology of the teacher's work at lessons of the preparation for the life in the family, M. Pietkiewicz reports on a conference pertaining to the teaching of the new subject-area and on a course for school inspectors from the Local Educational Boards, E. Dobrowolska analyzes the sociological aspects of the family influence, and B. Kamińska presents the bibliography of writings on the subject of the modern family. Opinions of the learners on the subject of the selection and gradation of the teaching content are also quoted.

134. RATAJEK, ZDZISŁAW: **Doskonalenie procesu kontroli wyników nauczania.** (Improving the Process of Evaluating the Educational Attainment). *Nowa Szkoła* 1974, No. 4, 23 pp.

The article presents a review of basic shortcomings and of the most common faulty procedures in evaluating the educational attainment. Attention is given to the following errors: 1) lack of the systematic, formative evaluation, 2) domination of oral forms of evaluation, 3) lack of correspondence between the form of evaluation and the specific character of the teaching content in a given subject-area, and 4) the subjectivity of evaluation. The above mentioned errors have been detected in the course of a survey which embraced 46 primary schools in the region of Kielce. An analysis of the results follows devoted to the diagnosis of the forms of evaluation employed by primary school teachers. In the final part of the article postulates are advanced on the subject of modifications which should be introduced to the procedure of school evaluation. Attention is given to the proper selection of oral and written forms of testing, to the choice of testing techniques according to the type and scope of the teaching content and to the use of basic

00028

metrological principles in the school work. Necessity is also pointed out to prepare a bank of test items to be used by teachers either directly or as model techniques.

135. SKARŻYŃSKA, KRYSTYNA: **Skuteczność układów nagród i kar o różnej sile.** (The Effectiveness of Punishment and Reward). *Psychologia Wychowawcza* 1974, No. 2, pp. 161–179, bibl. Rez.

The article reports on the experiment pertaining to the efficiency of punishment and reward. The laboratory experiment embraced 150 women aged 18–23, students at the Advanced Teachers' College in Warsaw. The sample was divided into five groups of 30 persons, four of which functioned as experimental and one as a control group. The research objective was to state the efficiency of manipulating various types of sanctions as well as to state types of changes occurring in the subject. Research revealed the highest value of strong punishment and of mild reward. Consideration was then given to the character of relationship between the subject and the experimenter with regard to the degree of friendliness and hostility.

136. SUCHODOLSKI, BOGDAN and ŚWIDA, HANNA (ed.): **Osobowość w społeczeństwie i kulturze.** (Personality in the Society and Culture). Ossolineum, Wrocław 1974, 305 pp. — Studia Pedagogiczne, Vol. 30.

The publication contains a collection of articles on the subject of the relations between the social and cultural structure and personality. Considerations are based on empirical studies as well as on the theoretical and methodological assumptions from the field of psychology, sociology and education. A. Folkiewska discusses the mentality which in her opinion underlies all types of the verbalized social consciousness. An analysis of the interrelationship between the mentality and the ideology refers to the verbalized consciousness as reflected in the works of Mannheim, Bloch, Fromm and Mills. A. Jawłowska discusses the contestation movement in the Western

00029

countries as an example of the group consciousness formed in the well-defined social and cultural setting. M. Nowicka-Kozioł analyzes the ideology of the contestation movement and the content and ideas included in the modern sociological, philosophical and literary texts. H. Świda discusses personality as a system of attitudes toward the outer world, J. Karbowski considers personality in the system of symbols from the world of art, S. Ruciński deals with the characteristic features of personality engaged in the social and cultural activity, S. Kozioł presents the impact of the relations between personality and culture upon the formation of creative attitudes, and L. Orlicka discusses the set of philosophical and sociological problems connected with the creative personality.

137. TYSZKOWA, MARIA: **Charakterystyka typowych środowisk wychowawczych: rodzinnego, szkolnego i pozaszkolnego.** (Characteristics of Typical Educational Influences — School, Family and the Local Environment). *Problemy Opiekuńczo-Wychowawcze* 1974, No. 3, pp. 2–6.

The author discusses three main types of the educational influence from the point of view of the formation of the child's personality. The influence of the family is analyzed with regard to the structure of the family, the type of the emotional links with the family and the family ideology, i.e. models of emotions, motivations and expectations toward other members of the family and toward the outer world. The influence of school is discussed against the background of the significant-person-theory. The lack of masculine models to be followed by boys because of the increasing feminization of the teacher's profession is pointed out. The role of the school peer group in the formation of norms and aspirations is also discussed at length. Attention is then given to the local environment of the child. The author stresses the significance of behavioral patterns presented by the local environment and points to the specific system of control over children and adolescents in the residential quarter. Much place is also devoted to the informal groups of children and adolescents

00030

exerting positive influence when based on common cognitive interests and causing delinquency in weak individuals when left without supervision and guidance. Ways of preventing negative influences of the peer group are also discussed.

138. WARZYŃSKI, FRANCISZEK, MICHAŁ: **Badania eksperymentalne pracy jednostek w małej grupie.** (Research on the Functioning of the Individual in the Small Group). *Zeszyty Naukowe Uniwersytetu Łódzkiego* 1973, No. 103, pp. 149–163.

The article contains a report on research, the objective of which was to state the impact of the type of the group on the activity of the individual, the interrelationships between the type of the activity (rivalry, parallel work, cooperation), the impact of the observed situation upon the attainment of the individual and the significance of the personality characteristics for the level of attainment in each of the above situations. Investigations embraced a sample of the secondary school studies. Small groups were formed on the basis of the data furnished by sociograms and by the Raven's test. Each individual was to fulfill the experimental task alone, in a group revealing friendly attitudes, in a group revealing hostile attitudes and in an indifferent group. Additional data were obtained by means of personality scales, inventories and interviews.

139. WOŁCZYK, JERZY: **Szkoła środowiskowa szkołą przyszłości.** (The Community School as School of the Future). *Życie Warszawy* 1974, No. 75, p. 5.

The author discusses the educational objectives of the community school which he considers to be the most significant factor in the formation of the educational society. In the author's opinion, the community school should promote pedagogical knowledge in all types of the out-of-school educational environment, i.e. among parents, social workers in clubs of interests, staff of the youth centers in residential quarters, etc. It should also eliminate discrepancies between various types of the educational

00031

influence exerted upon the young people, cooperate with all institutions in the field of education and culture in given environment and ensure uniform educational influence in the course of the socialization process. Learners in such a school should acquire habitats of self-instruction, learn to participate in the life-long education and form skills to properly dispose of their leisure time. The community school should therefore function as an institution open to all sorts of changes occurring in the surrounding environment. With regard to the above mentioned tasks of the community school the author gives due attention to the pre- and in-service training of teachers for the community schools of the future.

140. WOŁCZYK, JERZY and WROCZYŃSKI, RYSZARD (ed.): **Pedagogika i potrzeby społeczne.** (Education and the Demands of the Society). PWN, Warszawa 1974, 195 pp.

The publication has been prepared on the basis of research results drawn from a diagnostic survey pertaining to the employment of graduates from various educational departments of the Polish universities and colleges. Investigations were initiated in 1970 by the Department for Social Pedagogy at the University of Warsaw in cooperation with the University of Łódź and the Silesian University. A detailed analysis is presented of eight employment groups classified according to the type of the educational institution, i.e. 1) school, 2) institutions of the out-of-school education and youth organizations, 3) tutelar institutions, 4) educational institutions of care for children and families, 5) educational advisory centers, 6) centers for promoting culture and education, 7) industrial plants and social institutions of other types, and 8) medical centers and special schools.

141. WROCZYŃSKI, RYSZARD: **Pedagogika społeczna.** (The Social Pedagogy). PWN, Warszawa 1974, 371 pp. tab. bibl.

The publication is partly based on the book by the same author entitled "Introduction to the Social Pedagogy"

00032

(1966), the content being much more ample and detailed. The present study is devoted to the complex structure of the educational processes in the modern society and in the constantly increasing scope of the developmental stimuli operating in the environment, much attention being given to typological and methodological problems. The following questions are discussed at length: 1) the scope and tasks of the social pedagogy, 2) environment and its influence on the educational process, 3) methods of diagnosing the environment, 4) the out-of-school educational environment: family, residential quarter, employment institution, peer groups, 5) parallel education, leisure, 6) tutelar pedagogy, its scope, methods and tasks, and 7) civilization and the structure of education and schooling.

142. ŻELAZKIEWICZ, MAREK: **Wychowanie i kształcenie a organizacja środowisk lokalnych.** (Education and the Organization of the Local Environment). *Nowa Szkoła* 1974, No. 4, pp. 13–16.

The article is devoted to the significance of links between the educational system on the one hand and the local environment, on the other. Socialization of the child takes place under the influence of the intentional and unintentional factors. The author distinguishes the following types of the social impact: 1) natural education, e.g. family and peer groups, 2) intentional educational influence (schools, social and political organizations), and 3) the mass-media. Two systems of the total education can, therefore, be attempted at. The first one aims at concentrating the child's activities within one educational institution, while the second aims at the integration and coordination of a vast number of institutions and social groups influencing the child in the socialization process.

From the pedagogical point of view the best solution seems to be the organization of the local educational environment which would embrace education, instruction, participation in culture and recreation. The main elements of such a system would be the following: the family, the kindergarten, the 10-year secondary school, medical

00033

psychological and social centers. A group of persons controlling such a system should embrace the representatives of the residential quarter and of the institutions mentioned above. The committee of this kind would be responsible for the sum of the educational activities in a given local environment.

See also: 164.

IV. TEACHER'S PROFESSION

143. ALEKSANDRZAK, STANISŁAW: **Działalność wydawnicza Związku Nauczycielstwa Polskiego.** (The Editorial Activity of the Polish Teachers' Association). *Przegląd Historyczno-Oświatowy* 1974, No. 1, pp. 13–140.

The article contains a review of the editorial activity of the Polish Teachers' Association against the background of the social and political situation of the country as well as of the editorial activity of other publishing houses. The first publications aiming at consolidating the teachers' moment were: a periodical "Ruch Pedagogiczny" that started to appear in 1912 and a weekly "Głos Nauczycielski" first published in 1917. The author distinguishes three stages in the development of the editorial activity within the Polish Teachers' Association. The first one corresponds to the interwar period and is characterized by a rapid development of press. A vast number of periodicals intended for teachers and educators were established, as well as a number of pedagogical titles for parents and school children. A new publishing house "Nasza Księgarnia" was also created which issued handbooks, teaching aids, popular science and pedagogical books. A vast number of regional periodicals of the Polish Teachers' Association started to appear. The second period covers the years of the Nazi occupation when the main activity of the publishing house "Nasza Księgarnia" consisted in distributing books published previously

00034

among centers of the clandestine Polish education. Several new handbooks were also published in clandestine press, together with a clandestine periodical for teachers with a supplement for school children. The third period covers the years of the Polish People's Republic. The publishing house ("Nasza Księgarnia") became a state publishing house and concentrated on books for children and adolescents. The Polish Teachers' Association publishes a considerable number of monthlies and weeklies and is in charge of the editorial plans of "Nasza Księgarnia".

144. CICHY, BOGUSŁAW: **Status gminnego dyrektora szkół.** (The Status of the District Collective School Principal). *Nowa Szkoła* 1974, No. 4, pp. 5–8.

The author discusses basic changes in the organization of the educational system in the smallest administrative units of the country, i.e. in the what are called districts. On the force of the Ordinance by the Minister of Education all schools in a given district are to be headed by a district collective school principal. For the first time in the history of the Polish educational system the head of a school is at the same time fulfilling tasks of the educational manager. The head of the collective district school is now responsible not only for the implementation of regulations advanced by the educational authorities but also for those issued by the local administration. All the schools functioning in a given district are to be supervised by the headmaster in cooperation with the head of the district. The same cooperation holds true for the preparation of the educational expenditure plans. District collective school headmasters are appointed by school inspectors in charge of the education in particular regions of the country. Duties of the headmaster embrace the management and supervision of all types of educational and cultural institutions in his district. In the final part of the article a list is included of the legal acts concerning the rights and duties of the district collective school headmaster.

00035

145. GODLEWSKI, MICHAŁ and KRAWCEWICZ, STANISŁAW and WUJEK, TADEUSZ (ed.): **Pedagogika. Podręcznik akademicki.** (Pedadogy. A University Handbook). PWN, Warszawa 1974, 693 pp., tab. bibl.

The publication is intended for university students and has been prepared by educators in cooperation with the representatives of such other disciplines as psychology and sociology. The first chapter discusses the place of the educational sciences in the system of sciences, the scope of pedagogy, its main concepts and methods employed. Correlations are then analyzed as between pedagogy and psychology, sociology, philosophy, economics, biology and praxiology. Considerations follow of the educational ideals and the educational objectives in the moral education and attitude formation. Several chapters are devoted to the general theory of instruction. Attention is given to the main didactic systems, to the clarfication of objectives in the teaching and learning processes, to the selection and gradation of the teaching content and to methods, forms and techniques of instruction at various stages and levels of the educational system. Successive chapters discuss main characteristics of educational systems, their structure and objectives, an analysis being included of the educational systems in the socialist countries in general and of the Polish educational system in particular. Considerations follow of the teacher's profession, the social role of the teacher, his pre- and in-service training and the adaptation to the profession. Attention is also given to the Polish Teachers' Association and to the Teacher's Charter. Final chapters are devoted to the developmental trends in the present-day educational sciences, i.e. to the most common reforms of the educational systems, to the idea of the life-long education and to the links between the modern technology and schooling.

146. KRÓL, FRANCISZEK: **Wizytatorzy metodycy przedmiotowi nowym elementem nadzoru pedagogicznego.** (School Inspectors Specialized in Particular Subject-Areas in the Local Educational Boards). *Nowa Szkoła* 1974, No. 4, pp. 15–17.

00036

The author discusses the role and tasks of school inspectors specialized in particular subject-areas in the field of raising the professional qualifications of teachers. Specialized school inspectors are selected from outstanding teachers and methodologists, their main task, therefore, is to provide assistance and methodological guidance for their less experienced colleagues. Their main task is to work out a diagnosis of the teacher's work as well as to prepare a list of changes to be introduced to his educational activity with the aim to improve the quality of instruction in a given subject-area. Attention is given to the attitudes of the school inspectors toward the teachers, since teachers should be partners rather than objects of the whipping criticism. Much place is also devoted to forms and methods of work with the teachers.

147. PUŚLECKI, WŁADYSŁAW: **O systemie pracy wizytatorów metodyków z nauczycielami.** (The System of Cooperation between the School Inspector and the Teacher). *Nowa Szkoła* 1974, No. 3, pp. 14–15.

The Ministry of Education has recently issued new regulations concerning the work of school inspectors specialized in particular subject-areas who are employed by the Local Educational Board. On the example of the activity of school inspectors in the district of Słubice the author discusses several possible forms of the inspector's work in the field of raising the professional qualifications of teachers in his district. Attention is given to the individual work of the school inspector with the teacher which consists in working out an evaluation of methods employed by the teacher, listing changes to be introduced in the structure and form of lessons and seeing to the proper implementation of his requirements. Much place is also devoted to the group work with teachers of a given subject. Group work is conducted by the school inspector assisted by a committee formed by 5–7 leading teachers in the district. Each of these teachers organizes demonstration classes and provides assistance for his colleagues alongside

00037

with the Local Educational Board. Another form of group-work is then discussed, i.e. the formation of small groups embracing teachers of a given subject in two or three neighboring schools. In the final part of the article are described district methodological conferences as a form of raising the professional qualifications of urban and rural teachers.

148. RADWAN, ZBIGNIEW: **Kształcenie kierowniczej kadry oświatowej.** (Training Educational Managers). *Nowa Szkoła* 1974, No. 3, pp. 9–11.

The training of the educational managers is discussed in the article from the point of possible improvements in the curricula and methods or pre- and in-service courses provided by the Department for Training Educational Managers at the Institute for Teacher Training. The following forms of training are anaylzed: 1) postgraduate courses established as extramural studies for active educational managers, 2) courses for the newly appointed managers planned as an obligatory training for managers, 3) selective preparatory courses for candidates applying for posts of educational managers, 4) subject courses for school inspectors, and 5) organized self-instruction at various levels. The establishment of all these courses is foreseen for the years 1973–1975, their full functioning to allow after the year 1975.

149. RYBARCZYK, MARIA: **ISZ czyli Inspekcja Szkolna.** (School Inspection). *Głos Nauczycielski* 1974, No. 21, 3 pp.

The Main School Inspection was established in 1972 on the force of the Ordinance by the Minister of Education with the end to facilitate the modernization processes in the Polish schooling. The Main School Inspection has a right to control all types of educational institutions at any level and in any scope that is found desirable. A year later Voivodship School Inspection Offices started to work in each administrative unit of the country. School inspection of the new type became indispensable because of the

00038

changed legal and economic status of the teacher's profession as well as because of the school reform which embraced both the curricula and the system of managing education. School inspection is to control the quality and speed of implementation with regard to various educational and economic guidelines of the Ministry of Education. They are also supposed to introduce changes and amendments to the programs prepared by schools of other educational institutions in the case of dissatisfactory quality of work. Until now, a complex survey has been initiated on the state of investments in the field of education, on school equipment and on the proper interpretation of all the items included in the Teacher's Charter. Due attention is being given to interpersonal relations within the teaching staff.

150. SOBOCKA-GARBALSKA, ANNA: **Teoria organizacji zarządzania w procesie kierowania szkołą.** (The Theory of Management in the Process of Managing Schools). *Nowa Szkoła* 1974, No. 6, pp. 7–9.

The author discusses the activity of the Central Methodological Institute since the year 1966 in general and the activity of its School Managing Department in particular. Attention is given to the cooperation of the Department with the Chair for the Theory of Management at the Lublin University. Considerations follow of the activity in the field of school managing at the Institute for Teacher Training in Warsaw which was established in 1972. The author points to the introduction of the uniform system of training educational managers, to the increase in the number and quality of in-service training courses for headmasters and heads of educational institutions of various types, to the modernization of curricula for training educational managers which now include theoretical subjects pertaining to the theory of management and leadership and to the research on the application of general management theories to the educational management.

00039

151. SZAFRANEK, RYSZARD and STACHEL, JANUSZ: **Z badań nad doskonaleniem nauczycieli doradztwa rolniczego.** (Research on Training Teachers of Agricultural Counselling). *Oświata Dorosłych* 1974, No. 2, pp. 89–94.

In 1971 a new subject was introduced to the curricula of secondary agricultural schools which was named "the agricultural counselling". The educational objective in this subject-area was to prepare the learners for the tasks of the agricultural activity organizer and counsellor in the district agricultural service. In connection with the change in the curriculum a survey was completed in 1972 on a sample teachers of agricultural counselling in 13 secondary agricultural schools in the region of Białystok, Gdańsk, and Olsztyn. The survey aimed at stating the amount of education in teachers of agricultural counselling, diagnosing their in-service training and self-instruction and listing the most common difficulties in the process of raising their professional qualifications. Data have been collected by means of questionnaires and inquiries. A detailed analysis of the professional qualifications of the teachers under examination follows as well as a diagnosis of their in-service training. A list of difficulties is also included, the most common of which are overburdening with school activities, difficult access to libraries and educational centers, and problems with replacing teachers absent from schools in connection with the in-service training courses.

152. ŻEBROWSKI, JAN: **Kształtowanie i sytuacja zawodowa pedagogów.** (Training Educators. Their Professional Status). PWN, Warszawa 1974, 257 pp.

The publication aims at a full presentation of the social function of the academic education in the light of the careers of graduates from the Higher School for Education in Gdańsk. Investigations embraced graduates from day-departments, extramural departments and evening courses provided by the Higher School for Education in the years 1961–1965 and 1968–1970. Phase 1 of the research was completed in 1967 and covered 232 graduates who obtained

00040

their M.A. degrees during the years 1961–1965. Phase 2 embraced 91 graduates who obtained their degrees in the period of years 1968–1970. Questionnaires were circulated among all the graduates. Additional data were collected by means of interviews. An additional sample was selected which was composed of managers of educational institutions and industrial plants employing the members of the first-rank sample. All the managers were examined by means of interviews and questionnaires. Research was completed by a documentation analysis embracing reports on the educational activity of graduates from the archives of the Local Educational Boards. Investigations covered all types of educational institutions, i.e. preschool educational centers, primary schools, general secondary, non-full and full vocational secondary schools, for the mentally and physically handicapped, centers of out-of-school education and vocational advisory centers. On the basis of the data obtained the author analyzes the professional status of educators, the value of training obtained at the university, demands of the educational institutions with regard to the pre-service training of their employees, the living standard of educators and their role in the social and cultural life of the region.

See also 119, 168.

V. SCHOOLS AND INSTITUTIONS

(by type or level)

V. 1. PRESCHOOL

153. JAKOWICKA, MARIA: **Praktyczna przydatność badań dojrzałości szkolnej.** (The Practical Value of the Research on the Social Readiness). *Życie Szkoły* 1974, No. 3, pp. 1–6.

The article contains a report on the research which embraced eight groups of grade I children in the region of Zielona Góra. The research objective was to state the

00041

value of school readiness testing for the organization of institution in grade I of the primary school. The sample was tested by means of the school readiness test battery constructed by B. Wilgocka-Okoń. Curricula, teaching methods and the individualization system were then worked out accordingly. Children entering each school were divided into two groups, a group of six-year-olds and a group of seven-year-olds. With the aim to obtain data valid for various types of the social environment the experiment embraced big children as well as suburban and rural ones. The author discusses the prognostic value of the test battery as well as its diagnostic properties. Stress is given to the organization of the teaching and the learning process in groups of children bearing uniform characteristics. Selection and gradation of activities which would stimulate the development of the child without exceeding the well-defined level of difficulty are discussed at length.

154. KWIATOWSKA, MARIA: **Nowoczesność przedszkola.** (The Modern Kindergarten). *Nowa Szkoła* 1974, No. 5, pp. 12-14.

The author stresses the fact that each nursery school and each kindergarten should function according to the achievements of the modern psychology and pedagogy. Attempts to attain such level are being made through the construction and validation of the new curricula for nursery school and kindergarten activities. In the light of the new curricula kindergartens should concentrate on two main questions, i.e. on ensuring the manysided development of the child with the aim to properly prepare him for the school learning and on ensuring comfort in its physical, emotional and social aspects. The modern kindergarten should thus stimulate the child's activeness, prevent disturbances in the satisfactory development of the organism and undertake therapeutic medical and educational activities in the cases of retardation. Stress should, therefore, be given to methods employed by kindergarten teachers, since the educational inspiration proves to be no less important than the child's spontaneous

00042

cognitive activity. The complete set of problems connected with the preschool education is dealt with by the Department for Training Kindergarten Teachers at the Institute for Teacher Training.

155. ŁOBOCKI, MIECZYSŁAW: **Wychowanie w klasie szkolnej. Z zagadnień dynamiki grupowej.** (Education in the School Class. Some Selected Problems of Group Dynamics). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 343 pp. bibl. Rez. Sum.

The publication is based on the pedagogically oriented research from the field of the social psychology with a special emphasis given to the psychology of small groups. Therefore, classroom dynamics, as discussed by the author, pertains to problems of leadership, group cohesiveness, group norms and group structure. The theory of group dynamics is presented at length in the first part of the publication. Part 2 is fully devoted to problems of the school class in the light of the social psychology. Attention is given to the utilization of knowledge concerning school class dynamics for the attainment of the educational objectives. The following questions are considered: 1) group activities in the school class, 2) educational leadership in the school class, 3) cooperation and competition in the school class, 4) verbal interactions, and 5) sociotechniques in the educational activity of the teacher. Part 3 bears a methodological character and presents a review of methods suitable for the diagnosis of group dynamics. Observation techniques, rating scales, sociometric techniques, questionnaires, directed compositions, sociograms and experimental techniques are presented. A considerable number of references have been made to research in the field of the social psychology.

See also 157, 169.

V. 2. PRIMARY

156. CACKOWSKA, MARIA and WOJCIECHOWSKA, BARBARA: **Analiza porównawcza efektywności dwu metod nauki czytania.**

00043

(A Comparative Study of the Value of Two Methods in the Teaching to Read). *Kwartalnik Pedagogiczny* 1974, No. 1, pp. 87–101.

The authors discuss the similarities and differences of two methods in the teaching to read. The first, called the synthetic-analytical method has been used in Poland for many years and is still used in the primer written by M. Falski. The second one has been worked out by D. Elkonin in the Soviet Union. In a series of experiments the new method, called the color-sound method was adapted to the characteristics of the Polish language. The color-sound method is divided into several stages. In stage 1 the differentiation and naming of sounds take place. In stage 2 children are taught to differentiate between vowels and consonants with the aid of colored cards replacing vowels on the one hand and consonants on the other. In stage 3, colors are replaced by letters, an appropriate gradation of the teaching content being observed. The present article reports on an experiment, the aim of which was to state the value of the two methods. The evaluation of the educational attainment was carried out at the end of the primer-period and at the end of the school year. Measurement pertained to the reading skill, reading speed, reading comprehension, loud reading, copying and dictation. The sound-color method was stated to be superior in most of the above mentioned variables. It was found to activate a larger number of analyzers, to develop the recognition at the phonemic level and to reduce the time of instruction. Children have also found it more attractive because of the visual and motor elements of the lesson. It is also pointed out that teachers working according to this method are aware of the individual difficulties of their pupils, since the constant formative evaluation of the differentiation level is an indispensable part of the method.

157. CHMURA, MARIA and TEKLIŃSKA-KOTULSKA, EULALIA: **Z badań nad słownictwem dziecka rozpoczynającego naukę**

00044

szkolną. (Research on the Vocabulary of Children Entering the Primary School). *Życie Szkoły* 1974, No. 2, pp. 31–35.

The article contains a fragment of the report on the collective research concerning the vocabulary of children from grades I–IV of the primary school, i.e. aged 7–11. Research results presented in the article are analyzed with regard to the difference as between the level of verbal intelligence in rural and urban children. On the basis of the data obtained the methods and techniques of developing language skills in children revealing a low level of the verbal intelligence are discussed. Investigations were carried out in 1972. In the present article scores are examined of ten preschool children from the urban area and of ten grade I children from the rural area. The analysis of the two groups of scores demonstrates statistically significant differences between the urban and the rural children. The urban group was stated to use a larger vocabulary with a higher degree of grammatical correctness. Considerable differences were also found in communicativeness and fluency.

158. JANKOWSKA, HALINA: **Dziecko sześcioletnie w roli ucznia.** (The Six-Year-Old as a School Child). *Nowa Szkoła* 1974, No. 3, pp. 15–17.

The article contains a report on the research which embraced 202 six-year-olds enrolled in grade I of the primary school in Kielce in the school year 1972/1973. The investigations aimed at stating the educational attainment of the six-year-olds as compared to the seven-year-olds taught in the same school class. The results were also to be compared with the educational attainment of the six-year-olds enrolled in separate groups. Research was carried out by means of the achievement test in the mother tongue and mathematics as well as of two questionnaires, one for the classroom teacher and one for the parents. Research results demonstrate considerable differences in the school functioning of six- and seven-year-olds, especially with regard to the level of the

00045

emotional development. No differences were found in the average educational attainment in the mother tongue, a statistically significant difference, however, appeared on the mathematic test. The author points to the fact that most of the six-year-olds who enter the primary school a year before the school entering age come from the families with the high prestige and the high living standard, therefore the parental care is usually more evident. In the author's opinion only the six-year-olds who attended preschool educational centers ought to be enrolled in grade I of the primary school after a careful examination by a psychologist and a physician. On the basis of the results obtained the author presents changes to be introduced in the curricula and handbooks for grade I of the primary school in the event of lowering the school entering age.

159. KOJS, WOJCIECH: **Nauka własna uczniów klas V i VIII.** (Self-Instruction of Grade V and Grade VIII Students). *Rocznik Komisji Nauk Pedagogicznych*, Vol. 16, 1973, pp. 29 49, tab. Sum.

The article presents an analysis of the scope and the ratio of activities carried out by primary school students in the course of the homework preparation. A classification has been worked out of typical activities characteristic for the mother tongue, history, biology, chemistry and physics. The author presents research results drawn from a sample of 251 students. The learners have been examined by means of questionnaires and interviews. Fifty six pupils selected from the sample were then subjected to constant 10-day observation. The data obtained are stratified according to the following criteria: 1) activities characteristic for gifted, average and slow learners, 2) activities characteristic for students in particular grades, and 3) activities for particular subject-areas. An analysis is included of the time budget of primary school students as well as of the function of home assignments in the school educational process. Postulates are also advanced pertaining to the improvement of the present situation.

00046

160. KOZŁOWSKA, ANNA: **Poziom rozwoju dzieci nerwicowych a ich wyniki w nauce.** (The Developmental Level of Neurotic Children and Their Educational Attainment). *Psychologia Wychowawcza* 1974, No. 2, pp. 213–219, tab.

The article deals with the etiology of low educational attainment in neurotic children. Considerations are based on the research which has been carried out on a sample of 60 learners in grades I–VIII of the primary school, i.e. children aged 7–15. The sample was selected on the basis of medical examinations. Measurement of the psychomotor development in neurotic children was completed by means of the interview with parents, interview with the child, observation techniques, interviews with formmasters, Binet-Terman scales, psychomotor tests and lateralization tests. The analysis of the results obtained revealed that differences in the educational attainment corresponded to differences in the level of the psychomotor development. Neurotic children with high educational attainment demonstrated a satisfactory level of the psychomotor development, while those with low attainment demonstrated retardation. Conclusion is thus drawn that the level of neurosis does not form an immediate cause of the low educational attainment, reasons should therefore be sought in the retardation of perceptive and motor functions of the organism.

161. KROPIWNICKI, JAN: **Zbiorcze szkoły gminne.** (Collective District Schools). *Życie Szkoły* 1974, No. 2, pp. 45–49.

In connection with the reform of schooling at the level of the smallest administrative units of the country, the what are called districts, the author discusses the course of the reform in the district of Lwówek Śląski. The district in question disposed of a big number of very small, inadequately staffed primary schools and small educational centers providing instruction for grades I to IV. Most of these schools were located in hilly regions, therefore additional obstacles had to be overcome because of the difficult access to schools in autumn and winter

00047

Scarce transport and very few out-of-school educational institutions contributed to the situation to be dealt with by the Local Educational Board. In the course of the activities undertaken by the special committee for the implementation of the school reform a decision was made to liquidate small schools with one or two teachers and to organize several big, properly equipped and staffed primary schools. The decision called for the additional establishment of boarding-houses, day-clubs and recreation centers as well as for the establishment of the permanent school transport. The reform resulted in the network of the school transport in the district, in the establishment of the system of preschool education and in the establishment of three collective district schools and seventeen small schools of 4 to 6 teachers insteated 31 schools with one or two teachers.

162. KUR, WACŁAW: **O sukces szkolny dziecka z zaburzeniami rozwojowymi.** (The School Success of the Child with Developmental Disturbances). *Nowa Szkoła* 1974, No. 5, pp. 21–23.

A tendency can be noted to abandon the separation of normal and retarded children in the course of the school learning. Trends in the field of the special education as well the guidelines for the development of schooling for mentally and physically handicapped children have been presented in the document issued by the Ministry of Education in November 1973 entitled "Guidelines for the Development of Special Education in Poland". The document contains a draft of the new, integrated system of special education. Two main ways of providing assistance and care for the handicapped children are considered, one to carry out the additional educational activity with the physically deficient or slightly mentally handicapped children in regular primary schools, the second — to improve the quality of education and training in special schools designed for those who cannot heep up to the requirements of the normal primary school. In the present article the author considers the possibility to educate children with slight developmental disturbances in normal

00048

schools, which refers mainly to children revealing microdefects such as, for instance, dislexy or disgraphy. Cases of microdefects can be cured by means of providing additional corrective measures in the natural environment profiting from the impact of the peer group. Much place is also given to more difficult cases which call for the treatment in special schools as well as to the educational methods to be employed in the course of teaching mentally and physically deficient children.

163. ŁOŚ, HELENA: **Wpływ szkoły podstawowej specjalnej na wybór kierunku dalszego kształcenia zawodowego.** (The Influence of the Special Primary School on the Choice of the Vocational Training). *Szkoła Specjalna* 1974, No. 2, pp. 115–124.

The author discusses the polytechnic education in the special primary school for the mentally handicapped as a method of eliciting interests in the vocational training and preparing the learners for the future education at vocational courses. Results of the educational influence exerted by the primary school are then analyzed on a sample of 120 primary school graduates who entered a pre-service vocational course. Interests and abilities of the learners are presented on the basis of their teachers' opinions. An analysis follows of the impact of the teaching methods on the degree of interest in the profession as well as of the role of the home environment and the physical development of the mentally handicapped adolescents.

164. MAURER, ALICJA and MAURER, JAN: **Społeczne uwarunkowania życzeń i aspiracji zawodowych u uczniów kończących szkołę podstawową.** (The Social Conditioning of the Professional Aspirations in Primary School Graduates). *Ruch Pedagogiczny*, No. 2, pp. 232–243.

The article contains a report on the research carried out in 1968–1969 on a sample of 680 learners in terminal grades of the primary school in the region of Cracow. The sample was stratified into three groups according

00049

to the place of residence (a) the big town, b) the small town, c) the rural area) and into five groups according to the social origin (a) children of the agriculture workers, b) children of the workers in towns, c) children of the private-business owners, d) children of clerks with the primary of non-full secondary education, e) children of clerks with the full secondary education, f) children of the intelligentsia). Investigations were carried out on a sample of learners and on a sample of their parents. Two questionnaires were circulated among the subjects with multiple choice and completion items measuring the level of the professional aspirations. On the basis of the research result the authors analyze the similarities and differences in the professional aspiration in adolescents and their home environment. The professions popular in particular types of the local and sublocal environment are listed in the article. A discussion is also included of the influence exerted by the environment on school aspirations.

165. MICKIEWICZ, JANINA: **Zaburzenia w czytaniu i pisaniu.** (Disturbances in the Learning to Read and to Write). *Życie Szkoły* 1974, No. 4, pp. 39–47.

The author reports on the activity of the Educational Advisory Center in Toruń in the field of corrective measures applied to children revealing difficulties in the learning to read and to write. Considerations pertain to the diagnostic procedures which consist in stating disturbances in the audial perception, visual functions and spatial orientation, lateralization and motor development of the child. A detailed discussion follows of a set of diagnostic tests measuring loud reading, reading comprehension, recognition at the phonological level and motor skills. The diagnostic battery helps to place children in uniform groups receiving well-defined sets of corrective instruction. Corrective measures are most often applied in the case of grade II learners, although sometimes grade III and grade IV learners are also treated in the Center. Each group receives six periods of instruction per week during three week-days. Much attention is given to type

00050

of corrective drills employed by the educators and psychologists in the Center and to the individualization of the reeducational activity. The effects of the corrective activity are discussed at length.

166. RATAJ, MARIAN: **Upowszechnienie kultury technicznej w szkołach ogólnokształcących.** (The Promotion of the Polytechnic Education in General Schools). *Nowa Szkoła* 1974, No. 5, pp. 4–12.

The article presents a report delivered at the conference on the polytechnic education at the Ministry of Education. Guidelines are here advanced for the promotion of the polytechnic education and of the technological culture. The author points to the necessity of getting general schools students acquainted with the scientific foundations of the modern technology and with the organization of labor. The above mentioned educational objective should be attained by means of establishing links between particular subject-areas listed in the general school curricula and teaching plans. New, active teaching methods should also be introduced to the teaching of mathematics, physics and chemistry, which is connected with the modernization of the pre- and in-service teacher training and with the modernization of workshop and laboratory equipment in primary and secondary schools. It is also postulated to organize the Olympic Games in Technology which would embrace all the secondary school students in Poland. The necessity to increase the number of clubs and societies promoting the polytechnic education and the technological culture is also pointed out as well as the educational demand for close links between the school and the industry.

167. SKROBEK, GRAŻYNA: **Opiekuńcza funkcja szkoły podstawowej.** (Tutelar Functions of the Primary School). *Życie Szkoły* 1974, No. 3, pp. 6–11.

The author discusses the duties of teachers, formmasters and appointed tutors with regard to three main functions

00051

of the primary school, i.e. educational, didactic and tutelar. Attention is given to tutelar activities meant as both prevention and guidance. In the first part of the article the author discusses ways of raising the professional qualifications of social and educational workers, who obtain educational and didactic in-service training with no emphasis on the tutelar problems. Postulates are then advanced concerning items to be introduced to the curricula for teacher training colleges of various types and to in-service training courses. The second part of the article is devoted to the possibilities of coordinating activities of several institutions responsible for the proper state of the tutelar pedagogy in a given region. Emphasis is given to the cooperation of activities carried out by the school teaching staff, by appointed tutors in charge of the out-of-school activity of children lacking parental care and by the youth organizations.

168. WALCZYNA, JADWIGA: **Kilka refleksji nad nauczaniem początkowym i kształceniem nauczycieli.** (Considerations on the Initial Instruction and on Teacher Training). *Nowa Szkoła* 1974, No. 6, pp. 5–7.

The author discusses changes to be introduced in the initial instruction in connection with the establishment of the obligatory 10-year secondary school providing initial instruction in grades I to III. Attention is then given to the process of pre- and in-service training of teachers for the first three grades of the secondary general school. The following postulates are advanced: 1) the promotion of the preschool education for all the urban and rural children throughout the year preceding school with the end to liquidate environmental difference in the school readiness, 2) integration of the preschool educational activity with the initial instruction through the clarification of common educational objectives and the proper selection of the teaching methods, 3) introduction of the what is called manysided instruction promoting learning by assimilation, learning by emotional experience, learning by doing and learning by discovery,

00052

4) promotion of active, heuristic methods and of the problem-solving instruction in group work, 5) the integration of didactic, educational and tutelar activities of the school, and 6) modernization of the teacher training by enriching the curricula for teachers' colleges in the field of psychology, physiology and sociology.

169. WIĘCKOWSKI, RYSZARD: **Kształcenie i rozwijanie języka dziecka — wspólnym zadaniem wychowania przedszkolnego i nauczania początkowego.** (Developing Language Skills as a Common Task of the Preschool Education and of the Initial Instruction). *Wychowanie w Przedszkolu* 1974, No. 3, pp. 130–135.

The author points out the importance of the language skills for the school success of the child, especially during the period of initial instruction in the primary school. The new curriculum of the kindergarten activities which has been recently issued by the Ministry of Education gives due attention to the formation and development of language skills. The same educational objective has won great emphasis in the new curricula and teaching plans for grade I–III of the primary school. The authors of the new curricula for the primary school, researchers from the Department of Initial Instruction at the Institute for School Curricula, consider language skills and their development to be the most important element of the initial instruction reform. Therefore, a close cooperation should be established between the preschool and the primary education in this field. In the final part of the article recommendations are listed for the development of communicativeness and grammatical correctness in the child's speech.

See also: 155.

V. 3. SECONDARY

170. BAŚCIK, STEFAN: **Poziom umysłowy uczniów klas I szkół ponadpodstawowych.** (The Intellectual Level of Grade I

00053

Learners in Postprimary Schools). *Rocznik Komisji Nauk Pedagogicznych*, Vol. 16, 1973, pp. 5–27. tab. Rés.

The author discusses the intellectual level of learners in grade I of general secondary, non-full and full vocational schools enrolling graduates from the eight-year primary school. Research is presented which embraced 1278 learners from 35 postprimary schools in big towns, small towns and villages in the region of Cracow. General Ability Test A14(+) was administered alongside with the learner's questionnaire. Additional data were collected by means of the analysis of the school documentation. Special attention was given to the primary school certificate. On the basis of the research results the author discusses differences in the intellectual level with regard to the social origin, the type of the secondary school, the type of the social environment and sex. The highest level of the intellectual development was found in the urban children. Children of intelligentsia revealed higher scores on the A14(+) test than the learners from the workers' families. The lowest intellectual level was found in peasants' children. The significance of the environment, of the amount of education in parents and their participation in culture is discussed at length. In the final part of the article the selective value of intelligence tests is considered.

171. FUDALI, JAN: **Ogólnokształcące licea z rozszerzonym programem nauki języków obcych.** (General Secondary Schools with the Extended Foreign Language Curriculum). *Ruch Pedagogiczny* 1974, No. 2, pp. 183–198.

The author gives consideration to the set of problems connected with the general secondary school providing 6–7 FL periods per week during four years of instruction. The analysis is based on the data contained in the questionnaire which was circulated among 52 headmasters of these schools at a conference held in Łódź in 1971. A detailed discussion pertains to the network of schools with the extended FL curriculum, their budget, methods

00054

and techniques of foreign language teaching, non-lesson and out-of-school activities of the learners. Much place is also devoted to educational objectives in the remaining subject-areas. Attention is also given to developmental trends in the what is called extended curriculum schooling.

172. FUDALI, JAN: **Założenia badań nad racjonalnym doborem metod nauczania języków obcych w liceach ogólnokształcących z rozszerzoną nauką tego przedmiotu.** (Research on the Foreign Language Teaching Methods in the Secondary Schools with the Extended FL Curriculum). *Zeszyty Naukowe Uniwersytetu Łódzkiego* 1973, No. 103, pp. 42–55.

The research presented by the author aims at the selection of the most suitable approach, teaching methods and classroom techniques for the process of foreign language teaching in school. The general secondary schools with the extended FL curriculum demonstrate one of the possible solutions of the problem. Investigations covered six secondary schools of this type in Łódź and were carried out by the researchers from the University of Łódź in 1971. A theoretical study of methods employed by the secondary school teachers is presented on the basis of the results obtained. Consideration is also given to the didactic definition of language, to the characteristic features of approach and methods in language teaching and to factors influencing the educational attainment.

173. KOMOROWSKA, HANNA: **Zasady konstrukcji testów a poziom zaawansowania językowego uczniów (klasa II, III i IV).** (Test Construction and the Level of FL Acquisition in Grade II, III and IV of the Secondary School). *Języki Obce w Szkole* 1973, No. 2, pp. 70–80.

The article is the second in a series on the subject of evaluating the educational attainment in foreign language teaching to secondary school learners. A detailed analysis of the educational objectives in the FL curriculum for grade II, III and IV of the secondary school is included

00055

with the aim to advance guidelines for the construction of three test batteries measuring the attainment in the field of language elements, language skills and communicativeness at the end of each year of instruction. Each of the proposed batteries of achievement tests is then discussed at length from the point of view of its suitability for interschool and intraschool evaluation. Attention is then given to problems of item construction at successive levels of the FL acquisition. Similarities and differences between testing techniques used at the beginners' and at the advanced level of FL acquisition are analyzed on the basis of ample exemplificatory material. Each subtest of the three above mentioned batteries is considered from the point of view of the type of the testing technique suggested.

174. MATULKA, ZOFIA: **Programowanie nauki o języku. Z badań nad modernizacją metod nauczania.** (Programming Grammar. Research on the Modernization of the Teaching Methods). PWN, Warszawa 1973, 180 pp. tab. il. bibl. Rez.

The publication discusses the value of the programmed instruction in the teaching of the Polish grammar to learners in extramural and evening secondary schools. A report is presented on research carried out in the year 1969/1970 on a sample of 307 learners from 12 secondary schools for working adults in Warsaw. The analysis pertain to two types of the programmed materials, i.e. to linear programs and to block programs. The value of both types of the programmed materials is then compared to the value of the conventional teaching methods. The following problems are discussed: 1) theoretical problems of mother tongue teaching in the light of linguistics and pedagogy, 2) methods of preparing linear and block programmed texts, 3) the course of the experiment, 4) the characteristics of the population under examination, and 5) research results. In the analysis of the data obtained attention is given to the ability to construct grammatical sentences, to the understanding of syntactic structures, to the time indispensable for the acquisition of the pro-

00056

grammed information to attitudes of teachers and learners toward the new teaching methods as well as to differences in the value of the above mentioned methods according to the type of the teaching content.

175. RATAJ, MARIAN: **Osiągnięcia i perspektywy rozwoju olimpiad przedmiotowych.** (Achievements and Prospects of Development of the Olympic Games in Particular Subject-Areas). *Ruch Pedagogiczny* 1974, No. 2, pp. 176–182.

The article contains a quantitative analysis of the what are called Olympic Games the aim of which is to select the best learners in particular subject-areas on a national scale. The author discusses the range of the Olympic Games and presents the number of participants at each stage of the eliminations. Considerations are also given to the organization of the Olympic Games as well as to the desired modifications in their rules and regulations. A number of advanced postulates pertain to the links between the teaching content covered by the Olympic Games and that embraced by the secondary schools curricula, to the interdependences between the Olympic Games and the activity of clubs and societies in secondary schools of various types, to the range of the Olympic Games and to the teachers and researchers involved in its organization.

176. SZEWCZYK, EMIL: **Środowisko rodzinne uczniów drugorocznych w szkole średniej.** (The Family Environment of the Non-Promoted Secondary School Students). *Rocznik Komisji Nauk Pedagogicznych*, Vol. 16, 1973, pp. 51–69.

The article contains a report on the research pertaining to a correlation as between the educational impact of the family and the educational attainment of the secondary school students. Investigations embraced 400 secondary school students, 200 of them revealing satisfactory educational attainment and 200 demonstrating low attainment reflected in the non-promotion phenomenon. The sample was drawn from four secondary schools in Cracow.

00057

The research was initiated in 1965 and completed in 1969. A diagnosis of the educational influence exerted by the home environment was obtained by means of interviews with students and their parents, questionnaires, rating scales, interviews with teachers and school physicians and analysis of school documentation. The highest correlation index was stated as between the parental care factor and the educational attainment, the lack of parental care being common in broken homes, in families of alcohol-addicts and in delinquent environment. A slightly lower correlation has been found as between the amount of education in parents and their participation in culture on the one hand and the educational attainment, on the other. No significant correlation was stated as between the living conditions and the educational attainment in the secondary school. The closing remarks pertain to diagnostic, preventive and therapeutic procedures to be carried out by the teaching staff of secondary school.

177. SZYMAŃSKI, MIROSŁAW, J.: **Dobór młodzieży do szkół ponadpodstawowych.** (Recruitment of Adolescents to Postprimary Schools). *Kwartalnik Pedagogiczny* 1974, No. 1, pp. 67–85.

The article contains a report on the research which was carried out by the author in 1972 on a sample of 25 secondary schools of various types in three districts. The sample of learners amounted to 2393 primary school graduates. Stratification procedures were additionally completed within the sample, since it was aimed to collect data pertaining to various types of the local environment with regard to its socio-economic characteristics. The author discusses the research results in several aspects, the most important of them being 1) the educational opportunity and the age of candidates, 2) the educational opportunity and the social origin, 3) the educational opportunity and the amount of education in parents, 4) the educational opportunity and the place of residence and the access to the secondary school, and 5) the educational opportunity and the attainment in the primary school.

00058

178. TOKARSKA, IRENA: **Aspiracje zawodowe uczniów klas VIII.** (Vocational Aspirations of Grade VIII Learners). *Kwartalnik Pedagogiczny* 1974, No. 1, pp. 153–163.

The level of vocational aspirations in grade VIII learners aged 14–15 was analyzed against the background of the types of postsecondary schools chosen by the primary school graduates, their motivation for the continuation of learning and factors conditioning the enrollment in the secondary school. A sample of learners has been stratified into three groups according to the type of school chosen in the terminal grade, i.e. 1) learners applying for the place in the three-year vocational school giving no right to enter universities (23.7), 2) learners applying for the place in the full secondary school of the technological or economic type (24.8), and 3) learners applying for the place in the general secondary school in order to obtain profession requiring the university education (32.6). The authors present statistical data pertaining to popularity of professions and to the popularity of various types of non-full and full secondary schools. An analysis follows both of the level of aspirations and of the educational alleys chosen. Full secondary schools giving the right to enter universities are chosen by 68.8 percent of the learners, while the percentage of choices pertaining to the non-full secondary schools is as low as 30.5. 78.2 percent of learners declare the continuation of education at the academic level. Much attention is given to factors perceived as decisive for the continuation of learning in the secondary school such as, for instance, the number of places at the freshman year, examinational requirements, the educational attainment in the terminal grade of the primary school, interests and abilities.

See also: 162.

V. 4. VOCATIONAL

179. GODLEWSKI, MICHAŁ: **Przyszły kształt socjalistyczny szkoły zawodowej.** (The Future Model of the Vocational School). *Szkoła Zawodowa* 1974, No. 4, pp. 1–8.

00059

The author presents a review of the educational reforms in the socialist countries and discusses the guidelines for the school reform which were adopted by the Polish Diet on October 13, 1973. Consideration is then given to the main assumptions of the reform, i.e. to the promotion of the secondary education through establishment of the obligatory 10-year secondary school and to the modernization of the vocational education. Vocational schools will be based on the 10-year general education provided by the obligatory secondary schools. Instruction will last from 6 months to two years according to the teaching plans for various specializations. The two-year vocational schools will offer the title of a technician as well as the right to enter universities. Vocational training centers will be established in industrial plants and at the institutions of the adult education with the aim to provide one-year vocational courses for unskilled or semi-skilled workers as well as for graduates from the 10-year school who want to enter narrow industrial professions. Vocational training centers will also be responsible for the organization of refresher courses, in-service training courses as well as for the carrying out of the activity in the field of raising the professional qualifications of the employees. In the times of the rapid advances in science and technology the vocational school is not in a position to train each specialist for the whole period of his professional activity. The curricula for the vocational education should provide learners with basic knowledge and prepare them for constant self-instruction within the frames of the life-long education.

180. GUTEK, WŁADYSŁAW and KUKLA, EDWARD: **Przykłady pomocy dydaktycznych w szkołach zawodowych.** (Examples of the Teaching Aids for Vocational Schools). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 203 pp.

An increasing need has been noted in the vocational schooling for new, enriched teaching aids of various types. The existing numbers are by no means fully utilized by all the teachers. The new curricula, however, which were

00060

introduced to the vocational education in 1967 call for a vast application of teaching aids in the educational process, since the number of demonstration and laboratory classes has considerably increased. The publication by W. Gutek and E. Kukla is designed for vocational school teachers and discusses basic problems of constructing and employing teaching aids in the process of instruction. Part 1 contains general remarks on the ways of integrating demonstration with the course of the school work and on the significance and use of teaching aids in the problem-solving and in the programmed instruction. Attention is given to visual aids, teaching and examining machines. Part 2 contains ample exemplificatory material pertaining to the teaching aids to be used in mechanical and electric vocational schools. Recommendations advanced pertain to the construction of lessons with the use of the teaching aids as well as to the possibilities of preparing teaching aids by learners of vocational schools during the lessons of the polytechnic education.

181. JANUSZKIEWICZ, FRANCISZEK and KACZOR, STANISŁAW: **Kształcenie ustawiczne a rozwój technologii nauczania.** (The Life-Long Education and the Development of the New Educational Technology). *Szkoła Zawodowa* 1974, No. 3, pp. 11–14.

The authors discuss the nature of the life-long education, its forms and methods. Consideration is then given to the life-long education against the background of the modern educational technology here defined as a system of methods and teaching media designed for transmitting information, fixing knowledge and carrying out the evaluation of the educational attainment. The educational technology in this meaning calls for proper selection and gradation of the teaching content in the curricula and syllabi according to the taxonomy of the educational objectives, for modern teaching methods and learning techniques ensuring economy in the educational process, for research pertaining to the value of these methods, for equipment corresponding to the methods and techniques

00061

chosen for the purpose, and for the quality control of the results obtained. All the above mentioned factors forming the modern educational technology are then analyzed with regard to the requirements of the life-long education which requires the training of qualified educators specialized in this field and for a separate research center to solve permanent-education problems on a national scale.

182. KOWALCZYK, WŁADYSŁAW: **Współczesne rozumienie zawodu i zadania szkoły zawodowej.** (The Present-Day Ideas of the Vocation and the Tasks of the Vocational School). *Szkoła Zawodowa* 1974, No. 2, pp. 13–15.

The author discusses the most important ideas of the present-day vocational education, the existing system of the vocational schooling, methods of the vocational preorientation and the formation of attitudes toward a profession. Attention is given to the fact that in the present situation most of the vocational school learners enter a given type of school without a sufficient amount of information pertaining to the future profession, their choice being influenced by parents and peers, failures in other schools and relatively easy access to the school of a given type. Therefore, the vocational school faces a very important task of forming positive attitudes toward the future profession, eliciting interests in the subject-area connected with it and imparting knowledge of the most important characteristics of the future job. Methods of fulfilling this task are then discussed at length, stress being given to the educational influence of the teaching staff and to the impact of the what are called practice periods in the industrial plant. Much place is also devoted to the activity of clubs and societies in the vocational school.

183. LEWIN, ALEKSANDER: **Metodyki wychowania dla szkół zawodowych.** (The Educational Methodology for Vocational Schools). *Nowa Szkoła* 1974, No. 3, pp. 7–9.

00062

The author discusses the educational technology for vocational schools and its theoretical foundations. The new technology should cover both attitude-formation and school instruction in the field of academic and vocational subjects. Consideration is given to the technique of preparing educational methodology for schools of this type. The author points to the necessity of reformating general educational problems according to the specific problems of each vocational educational institution. Attention is given to diagnostic activities in the field of the learner's knowledge, interests, attitudes and socialization level. Much place is also devoted to the individualization in the educational process. Individualization is referred both to the teaching method and to the development of learners' interests and their physical skill. The role of the teaching staff in the integration of the educational activities is also discussed. In the final part of the article the necessity is pointed out to work out differentiated educational systems for individual vocational schools.

184. NOWACKI, TADEUSZ: **Przemiany szkolnictwa zawodowego w świecie a rozwój nowoczesnej dydaktyki.** (Changes in the Vocational Education Abroad and the Development of the Modern Educational Technology). *Szkoła Zawodowa* 1974, No. 3, pp. 7–10.

The author discusses the impact of the rapid advances in science and technology on the formation of the concept of the life-long education. Attention is then given to the interrelationships between the life-long education and the vocational education in Poland and abroad. The necessity to provide the extended general education for learners entering the vocational school is pointed out against the background of the coming school reform which will introduce the obligatory 10-year secondary school. The vocational education will then embrace only graduates from the 10-year school. Another trend discussed in the article is the world tendency to diminish the number of narrow specializations in the vocational training and to

00063

introduce broad-profile training which would enable students to engage in a broader scope of the professional activity throughout their life-time. In connection with the school reform the number of specializations in the Polish vocational schooling is supposed to be diminished from the present number of 550 to 190. Since the period of learning in the vocational school is to be shortened to two years, a problem arises of the optimum utilization of the time designed for the vocational training. The author presents a review of research on the subject of the value of particular teaching methods, classroom techniques, teaching aids and evaluation techniques. Consideration is also given to the pre- and in-service teacher training since the quality of instruction in the vocational school depends to a considerable degree on the amount of education in teachers and on their professional qualifications. In the last part of the article the significance of practice periods in industrial plants is stressed as well as the overall organization of the teaching and learning process in the vocational school.

185. POLASZEK, FELIKS: **Podręcznik w szkole zawodowej.** (Manual in the Vocational School). PZWS, Warszawa 1974, 278 pp., bibl.

The publication aims at the formulation of basic didactic principles of handbook construction as well as of the criteria for the evaluation of handbooks with the aim to raise the quality of the present materials. The book is designed for educators, curriculum constructors, handbook writers, reviewers and teachers of vocational subjects. The following problems are considered by the author: 1) functions of the handbook in the system of the vocational education, 2) the role of the handbook in the educational process, 3) the educational objectives of the handbook, 4) principles for the selection of the teaching content, 5) the structure of the teaching content, 6) gradation of information, 7) language of the handbook, 8) its layout.

00064

V. 5. HIGHER

186. BABIŃSKI, GRZEGORZ: **Procesy selekcji studentów w Uniwersytecie Jagiellońskim w latach 1968–1972.** (Selection of Students for Studies at the Jagiellonian University in Cracow in the Years 1968–1972). Ossolineum, Wrocław 1974, 123 pp.

The publication contains a report on the four-year research on the subject of the recruitment of secondary school graduates for studies at the Jagiellonian University in Cracow. Investigations also pertained to the university career of students who were enrolled at the freshman year in 1968. On the basis of the data obtained the author discusses the entrance examination as an instrument of the selection and analyzes the role of intellectual, personality, motivational and social factors in the selection processes. A comparison is then drawn between the selection scope and character at various departments of the Jagiellonian University. A detailed analysis follows of the selection of candidates as compared to their social origin, sex, type of the secondary school, participation in culture and the amount of education in parents. Attention is then given to the system of preferences for candidates from the rural regions and children of the working people. A complete set of data is also included pertaining to a correlation as between the selection through entrance examinations and the educational attainment in the course of studies as well as to a correlation as between the educational attainment in the secondary school and at the university. The final part of the publication is devoted to problems of drop-out and screening. The discussion pertains to the etiology of drop-out with regard to the social origin of students, their educational attainment in the secondary school, score on the entrance examination tests and the attainment at the freshman year. Differences in the scope of drop-out at various departments of the university are also analyzed.

187. BRÓDKA, PAULINA and JARECKI, EDWARD: **W sprawie selekcji przedegzaminacyjnej do uczelni wyższych.** (Recruit-

00065

ment for Higher Schools). *Nowa Szkoła* 1974, No. 4, pp. 16–17.

The article deals with the efficiency index of the Polish secondary schools measured by the percentage of graduates enrolled in postsecondary schools of various types. An evident disproportion has been noted among the indices calculated for rural and urban secondary schools. Considerations are based on a survey which was carried out during the years 1971–1973 at the Technological University in Gdańsk and at the Advanced Teachers' College on a sample of 305 freshman year students. An analysis follows of the students' opinions concerning the scope and value of the prerequisite knowledge provided by the secondary school. It has been demonstrated that even the additional seminar-type classes which were introduced to the curriculum of the terminal grade in 1970 did not provide necessary conditions for passing entrance examinations at universities and colleges. On the basis of the analysis the author points out a considerable number of shortcomings in the educational work of the Polish secondary schools.

188. DENEK, KAZIMIERZ: **Kontrola programowania wiedzy studentów i jej efekty.** (The Evaluation of the Educational Attainment at the University). *Kwartalnik Pedagogiczny* 1974, No. 1, pp. 143–151.

The author discusses the shortcomings of the subjective evaluation techniques, i.e. their accidental character, onesidedness, schematism, subjectivism and superficiality. The lack of the formative evaluation is pointed out as well as the unnecessary combination of the evaluation with the fixation of knowledge. Recommendations are then advanced to replace the traditional control by objective testing administered within both formative and summative evaluation of the educational attainment. The report is also presented pertaining to the value of the objective testing at the academic level. The experiment covered 40 students at the Higher School for Economy in Poznań. A course in pedagogical sciences was introduced for both groups of students with the traditional evaluation in the control group and the objective evaluation in the experi-

00066

mental one. The data obtained are discussed with regard to 1) the scope of knowledge which was evaluated, 2) the time devoted to evaluation procedures, 3) the average time designed for individual evaluation, and 4) the indices of the efficiency of evaluation.

189. ERAZMUS, EDWARD: **Teoretyczne problemy metodyki podstaw nauk politycznych.** (The Methodology of the Political Sciences). *Dydaktyka Szkoły Wyższej* 1974, No. 2, pp. 67–79.

The article presents guidelines for the implementation of the curriculum in political sciences taught at universities and colleges. The author postulates to solve the methodological problems in three planes: ideological, political and sociotechnical. Recommendations concern the working out of an overall structure of each curriculum item with the aim to present a global set of economic, legal, historical, sociological and moral aspects in each political problem discussed with the students. Attention is then given to the application of the time criterion which calls for an analysis of the historical, present and prognostic aspects in each part of the curriculum content. The value of personification obtained through the presentation of subjective factors represented by the persons of leaders is also discussed at length. In the final part of the article the author stresses the significance of the cause-result presentation of the teaching content as well as of the problem-solving approach.

190. NAJDUCHOWSKA, HALINA and ZARZYCKA-SKRZYPEK, JOLANTA: **Wyżywienie mieszkańców DS po reformie systemu stypendialnego.** (Alimentation of Students Living in Hostels after the Reform of the Scholarship System). Instytut Polityki Naukowej i Szkolnictwa Wyższego, Warszawa 1974, 69 pp.

In March 1973, within the reform of the scholarship system at universities and colleges, funds formerly transmitted to the students' canteen were started to be paid directly to the students. In June 1973 a research was initiated at the Department of Sociology at the Institute

00067
00067

for the Scientific Policy and the Higher Education on the alimentation of students in the new scholarship system. Investigations embraced 3255 from a random sample of 35 students' hostels in various towns and were carried out by means of a students' questionnaire. On the basis of the research results the authors discuss the functioning of the students' canteens, the students' opinions on the canteens, the alimentation of students and the new scholarship system as viewed by students at various universities and colleges.

191. PARNOWSKI, TADEUSZ and PRZĄDKA, EWA: **Podręcznik akademicki — czas teraźniejszy i przyszły.** (The Academic Manual at Present and in Future). PWN, Warszawa 1974, 65 pp.

The authors present a review of the modern theories and empirical studies pertaining to the academic manual. The typology of manuals is presented as well as a comparison as between the characteristics of the school handbook and the academic manual. The role and function of the manual are also discussed at length. Considerations follow of the procedures in the construction and validation of the academic manual. In the final part of the publication the authors present research on this subject carried out at the Department for the Methodology of Academic Manual Construction in the Institute for the Scientific Policy and the Higher Education. An annex contains a list of problems in the field of the manual methodology and a bibliography.

192. PARZYSZEK, ANTONI: **Dokształcanie zawodowe w wojsku.** (Raising the Professional Qualifications during the Military Service). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 152 pp. il. tab. bibl.

The publication is devoted to the present state as well as to the demands in the field of the vocational education for unskilled workers embraced by the military service. On the basis of the research on the subject the author discusses the forms and methods of the vocational training in the army, attention being given both to courses for

00068

unskilled and to courses for semi-skilled workers. Investigations covered soldiers embraced by the military service in the year 1968 and 1969 who stayed in the army till 1971. Diagnosis has been obtained through questionnaires, interviews and documentation analysis, while forms and methods of instruction were validated in the course of a natural experiment. Special consideration is given to the value of educational strategies employed at vocational courses in the army as well as to ways of modernizing the teaching methods employed.

193. ROWIŃSKI, LEON and TELICZEK, JADWIGA: **Dynamiczna efektywność dydaktyczna wyższej szkoły technicznej.** (The Dynamic Effectiveness of Instruction at the Technological University). *Dydaktyka Szkoły Wyższej* 1974, No. 1, pp. 3–30. Rez. Sum.

The article is a continuation of the research design discussed by the same authors in "Dydaktyka Szkoły Wyższej" 1973, No. 4. Phase 1 of the research aimed at stating the statistical effectiveness of instruction at the Technological University of Gliwice. Phase 2, which is discussed in the present article, embraces the period of years 1966–1971. Dynamic changes in the indices of drop-out, screening, late graduation and the average educational attainment are demonstrated. Special attention is given to the qualitative aspect of the efficiency of instruction at particular departments of the Technological University in Gliwice. A considerable number of statistical tables and diagrams are included illustrating the data obtained.

194. STĘPNIOWSKI, IGNACY and MAŁECKI, WOJCIECH: **Probabilistyczne własności metody wyboru a dobór skali ocen.** (The Probabilistic Properties of the Multiple Choice Technique and the Choice of Rating Scales). *Dydaktyka Szkoły Wyższej* 1974, No. 1, pp. 53–74.

Aiming to provide objective evaluation techniques for achievements testing at universities and colleges the

00069

authors postulate to introduce examinators operating specialized programs according to the multiple choice technique. An analysis follows of the average test validity characteristic for the multiple choice programs as compared to the completion techniques. Reliability indices as well as the prognostic value of selective tests are discussed in detail. Attention is then given to the possible types of rating scales as well as to the data processing. Quantitative and qualitative interpretation of the students' scores is also presented.

195. ZAWADZKA, ANNA: **Obciążenie nauką szkolną a czas wolny studentów uniwersytetu.** (Overburdening with Learning and the Leisure Time of University Students). *Dydaktyka Szkoły Wyższej* 1974, No. 1, pp. 75–100.

The article contains a report on the research which was initiated at the University of Wrocław in the year 1969. Investigations embraced a sample of third year students of the Polish philology, law, biology and physics. An anonymous questionnaire was circulated among 400 students, 100 from each of the departments selected for the survey. In the second phase of the research 40 students have been selected from each department. Detailed data pertaining to their time budget and leisure were collected by means of interviews and questionnaires. During the third phase of the research, a seven-day time-registration has been carried out on a sample of 80 students, 20 from each of the four departments under investigation. The results obtained were then stratified according to the department of the university, place of residence and sex. In the present article an analysis is included of the time-budget as well as of the leisure time organization on the part of the students.

V. 6. ADULT

196. PACHOCIŃSKI, RYSZARD: **Oświata ustawiczna a oświata dorosłych.** (The Life-Long Education and the Adult Education). *Oświata Dorosłych* 1974, No. 6, pp. 334–338.

00070

The author discusses differences in the concepts of the life-long education and the adult education pointing out similarities in the field of the pedagogical principles and educational methods. The taxonomy of the educational objectives as viewed by the life-long education is presented together with its philosophical foundations. Emphasis is given to the full development of the human abilities and creative aspirations in all spheres of life. The significance of the self-consciousness for the development of the human personality is also stressed. According to these ideals the life-long education consists in inspiring rather than in providing instruction which is more typical for the system of schooling. A detailed analysis follows of similarities and differences between the school system and the life-long education, due attention being given to the adult education in the overall educational activity on a national scale.

197. PACHOCIŃSKI, RYSZARD: **Stan i potrzeby andragogiki.** (The State and the Needs of Andragogy). *Oświata Dorosłych* 1974, No. 3, pp. 135–143.

The author discusses the significance of the comparative andragogy for the education of the state of the adult education in each particular country, for the better understanding of the characteristic features of the educational system against the background of the social, cultural and political system of the country, for the implementation of useful forms and methods employed in other systems and for reliable prognosticating the growth of the adult education. In the second part of the article the author presents the task and scope of the comparative andragogy, obstacles in carrying out research work in this field, types of studies which should be initiated and forms of these investigations. A team research initiated by the socialist countries is also postulated which would result in the common system of the adult education in these countries.

198. REMBOWSKI, JÓZEF: **Z zagadnień psychologii człowieka dorosłego.** (Psychology of Adults). *Oświata Dorosłych* 1974, No. 6, pp. 325–330.

00071

The article is devoted to the rhythm of the adult phase of the human life. Consideration is given to the three main types of the activity, i.e. to constructivity, culmination and reduction. Behavioral patterns typical for this period of life are here analyzed from the point of view of the development and natural changes in perception and in the functioning of the senses. The capability level is then discussed at length indicated by the functioning of the receptors. In the final part of the article the author concentrates on the changes occurring in the learning processes, thinking processes, the IQ level and the personality characteristics. Their influence is discussed on the abilities, creative interests and the artistic activity of adults.

199. RODEWALD, WŁODZIMIERZ: **Kierunki rozwoju nieszkolnych form kształcenia ustawicznego.** (Trends in the Development of the Non-School Forms of the Permanent Education). *Oświata Dorosłych* 1974, No. 3, pp. 129–135.

The article contains a report delivered by the Head of the Department for the Permanent Education at the Ministry of Education at a conference with the representatives of Local Educational Boards on December 20, 1973. Tasks are presented to be fulfilled in promoting non-school forms of the permanent education by social and cultural organizations. Stress is given to the coordination of activities in the field of the life-long education which are now carried out by several institutions in each district, to the quality of instruction provided by these institutions, to the correspondence between the educational activity and the social demand in the district and to the proper equipment of each educational institution engaged in the permanent education. Much attention is also given to the qualifications of heads of the educational institutions in charge of the permanent education and the in-service training for the members of the staff. In the final part of the article the problems of the organizational and educational supervision are discussed as well as the role of the

00072

Local Educational Boards in the promotion of the life-long education for all the citizens.

V. 7. SPECIAL

200. STAWOWY, IRENA and ECKERT, URSZULA: **Z badań nad odczytywaniem mowy z ust.** (The Comprehension of Speech from Lip Movement). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1974, No. 2, pp. 56–59.

The article contains a report on the research pertaining to methods of developing the comprehension of speech from lip movement. Investigations embraced children from grade I of seven special primary schools for learners with hearing disturbances. A diagnostic survey included the categorized observation of lessons, interviews with teachers and headmasters and the evaluation of the educational attainment in the field of the lip reading. The research results obtained by the researchers from the Section for Special Education at the Institute for School Curricula revealed a surplus of vocabulary in the special school curriculum for grade I and the shortcomings in the presentation of grammar. Shortcomings were also demonstrated in the field of the teaching methods developing the comprehension of speech from the lip movement. Most of the teachers were stated to follow the oral-graphic approach without the systematic instruction aiming at the full development of the speech comprehension. The authors postulated to enrich the special school curriculum by introducing a systematic set of exercises for the development of speech comprehension as well as to introduce an analysis of the appropriate teaching methods to the curricula for the teachers training colleges.

00073

INDEX OF AUTHORS AND EDITORS

Aleksandrzak, S. 143

Babiński, G. 186
Banach, C. 105
Barankiewicz, H. 114
Bańcik, S. 170
Białecki, I. 115
Bródka, P. 187

Cackowska, M. 156
Chmura, M. 157
Cichy, B. 144

Dąbrowski, S. 101
Denek, K. 188

Eckert, U. 200
Erazmus, E. 189

Fudali, J. 171–172

Gajdamowicz, H. 116
Godlewski, M. 145, 179
Golińska, L. 117
Gutek, W. 180

Harwas-Napierała, B. 118

Jakowicka, M. 153
Janiszowska, I. 106
Jankowska, H. 158
Janowski, A. 119
Januszkiewicz, F. 181
Jarecki, E. 187

Kaczor, S. 181
Kargul, A. 120
Karpiński, J. 102
Kojs, W. 159
Komorowska, H. 173
Kotulska, E. see Teklińska-Kotulska, E.
Kowalczyk, W. 182
Kozłowska, A. 160
Krawcewicz, J. 145
Król, F. 146
Kropiwnicki, J. 161
Kuberski, J. 107–109
Kukla, E. 180
Kupisiewicz, C. 106, 110
Kur, W. 162
Kuźnik, M. 121
Kwiatowska, M. 154

Lam, W. 122
Latoszek, M. 123
Lemska, A. 123
Lewin, A. 124, 183

Łobocki, M. 155
Łoś, H. 163
Łukaszewicz, R. 125

Małecki, W. 194
Marciniak, J. 103
Matulka, Z. 174
Maurer, A. 164
Maurer, J. 164
Mickiewicz, J. 165
Młodkowski, J. Z. 126
Muszyński, H. 127

Najduchowska, H. 190
Napierała, B. see Harwas-Napierała, B.
Niemierko, B. 128
Nowacki, T. 184

Okoń, W. 106, 111

Pachociński, R. 196–197
Parnowski, T. 191
Pleśniarski, B. 104
Podoski, K. 112
Polaszek, F. 185
Polny, R. 129

00074

Pospiszyl, K. 130–131
Prządka, E. 191
Przychodzińska-Kociczak, M. 132
Puślecki, W. 147

Radwan, Z. 148
Rataj, M. 166, 175
Ratajek, Z. 134
Rembowski, J. 198
Rodewald, W. 199
Rowiński, L. 193
Rybarczyk, M. 149

Sieliwończyk, B. 123
Skarżyńska, K. 135
Skrobek, G. 167
Skrzypek, J. see Zarzycka-Skrzypek, J.
Sobocka-Garbalska, A. 150
Stachel, J. 151
Stawowy, I. 200
Suchodolski, B. 113, 136
Świda, H. 136
Szafranek, R. 151
Szewczyk, E. 176
Szymański, M. J. 177

Teklińska-Kotulska, E. 157
Teliczek, J. 193
Tokarska, I. 178
Tyszkowa, M. 137

Walczyna, J. 168
Warzyński, F. M. 138
Więckowski, R. 169
Wojciechowska, B. 156
Wołczyk, J. 139–140
Wroczyński, R. 140–141
Wujek, T. 145

Zarzycka-Skrzypek, J. 190
Zawadzka, A. 195

Żebrowski, J. 152
Żelazkiewicz, M. 142

00075